





HAMPTON  
NORMAL AND AGRICULTURAL  
INSTITUTE,

ANNUAL REPORTS

FOR THE

ACADEMICAL AND FISCAL YEAR ENDING  
JUNE 30, 1885.

HAMPTON, VA :  
NORMAL-SCHOOL STEAM PRESS PRINT.  
1885.



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The Trustees of the Hampton Normal and Agricultural Institute, with the State Board of Curators, held their sixteenth Annual Meeting at Hampton, Va., May 19 and 20, 1885, for the transaction of the business of the Institute.

The Reports of the Principal, Treasurer and heads of departments, were read and referred to Committees and then returned acted upon, ordered to be completed up to June 30th, (the end of the fiscal year,) and are published herewith, wholly or in part, under the direction of the Executive Committee.

The Trustees present were :

M. E. Strieby, of New York City,  
R. C. Ogden, of Philadelphia,  
Moses Pierce, of Connecticut,  
A. McKenzie, of Massachusetts,  
A. M. Kimber, of Philadelphia,  
H. W. Foote, of Boston,  
C. L. Mead, of New York City,  
J. F. B. Marshall, of Massachusetts,  
Lewis H. Steiner, of Maryland,  
F. N. Watkins, of Virginia,  
Geo. F. Peabody, of New York,  
S. C. Armstrong, of Virginia.

The State Curators present were :

John Booker, of Hampton,  
R. G. L. Paige, of Norfolk,  
William Thornton, of Hampton,

The Hampton Normal and Agricultural Institute is a private corporation composed of seventeen Trustees, with power to choose their successors, who hold and control the property of the Institute under a charter granted in 1870 by a special Act of the General Assembly of Virginia.

It is exempt from taxation.

There is a majority of no religious denomination on the Board of Trustees.

The legal title under which they have rights, power and obligations is "The Trustees of the Hampton Normal and Agricultural Institute."

The State of Virginia has entrusted to this corporation the use of the interest on that part of the Agricultural Land Fund of the State devoted to the colored people, amounting to ten thousand dollars annually, and the Governor appoints six "Curators" every four years, three white and three colored, to look after and report yearly on its use of the State money.

They have a veto power on the use of this money but none to direct its expenditure.

The United States Government sends Indians here to be educated, paying \$167.00. per annum each.

S. C. ARMSTRONG.

Hampton, Va.

*Secretary of the Board of Trustees.*

June 30th, 1885.

### FORM OF BEQUEST.

*I give and devise to the Trustees of the Hampton Normal and Agricultural Institute at Hampton, Va., the sum of . . . . dollars, payable &c., &c.*



TO CONTRIBUTORS  
TO THE  
**Hampton Normal and Agricultural Institute.**

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The Annual Reports for the school and fiscal year ending June 30th, 1885, are herewith sent for your information. Attention is invited to the Treasurer's report, questions or criticisms upon any part of which are invited.

Owing to lower prices, the cost of the school has not increased with its increasing numbers. The maintenance of seventy officers and teachers, heads of departments and assistants, for the year closing June 30th, 1884, averaged \$585.69 a piece, including salaries; that of seventy-two, the last fiscal year, averaged \$569.42 apiece.

School opened October 1st; its present attendance is six hundred and eight, of whom one hundred and thirty-nine are Indians, the rest Negroes; the majority of students of both races are mixed blood; a little less than half are young women; the average age is about seventeen. Numbers are a little larger than last year but no increase of teaching force. Two hundred and fifty applicants were refused admission this session, fifty of these for failure to pass the examinations, the rest for want of room. More and more apply every year to work out their entire expenses.

Over five hundred colored graduates, with an equal number who did not complete their three years' course are, generally, at work in the public free school systems of Virginia and other states: not over ten per cent. have failed to give a good account of themselves.

Of one hundred and forty-five Indians returned, after three years at this school, to their homes, two-thirds are doing well as teachers, farmers, mechanics, laborers, etc.; about one-third have disappointed us by returning to Indian ways of life, but not one has become a renegade.

The educated Negro is in great demand as a teacher of his people: the Indian, though trained both to work and to teach, finds it hard to get employment at home: with equal chances the races could do equally well.



A Scholarship, Seventy dollars, provides one year's tuition; giving it to a Negro is furnishing free education to one who pays, chiefly in labor, for his own board, clothes and books. Colored students earned last year, on the farm of 650 acres, in thirteen workshops, in household industries, and in miscellaneous duty, \$44,085.31. They paid in cash \$4,780.66.

The cost of board, books and clothing of Indians is supplied by government; their tuition by friends.

Fifteen hundred dollars establishes a permanent Scholarship.

Contributions for general purposes are needed quite as much as for tuition. The amount needed annually from charity is about fifty thousand dollars, nearly half of which has, heretofore, come from scholarships of seventy dollars. Through the large liberality of a few, by legacies, and, especially, by the moderate gifts of many, the school has been built up, maintained, and is, so far, out of debt. Its success is due to, and its future will depend upon, the interest and earnestness of its friends and supporters, as much as upon that of its teachers.

45.3

S. C. ARMSTRONG, *Principal.*

*Hampton, Va., Nov., 1885.*



## PRINCIPAL'S REPORT.

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*To the Trustees of the Hampton Normal and Agricultural Institute.*

GENTLEMEN:—This, and the accompanying annual reports, are intended to give not only the record of the school year just closing, but, as in previous years, an outline of the entire work, making material for a small pamphlet to supply the constant demand for full information upon its ideas and methods. Hence some repetition which, it is hoped, will not render them tedious reading to those familiar with previous reports.

The outline of our many-sided work is gradually completing; the school is substantially built up, since 1868, at a total cost of about \$400,000; no more large buildings are likely to be required. There is no debt, except of \$6,000 from the building to the endowment fund, which we see our way to pay ere long.

By building a new dormitory for girls at a cost of \$15,000, by expending about \$2,000 in improved cooking-room and facilities, by the erection of a laundry costing \$4,500 and by many minor improvements, all within the past two years, six hundred boarders are now comfortably accommodated; it is our limit on the present basis; an increase is not, I think, desirable.

I will refer to some *Special matters*, and discuss *School Finances* and the *Race question*, before taking up the *Work of the Current Year*.

### SPECIAL MATTERS.

I. Since 1870 the school has worshiped in an attractive frame chapel, in the National Cemetery, within our grounds, built in 1864, for the soldiers then in hospital here. We have outgrown it; it is decaying, and the land on which it stands is needed by the government which owns it. Happily, at this juncture, the school has received a kind offer to build, at the expense of an individual, a beautiful substantial chapel as a memorial to a good man, to be placed in the centre of our system of buildings. It will complete it and crown them all.

2. The school's twelve (all but three of them brick) structures that, fronting Hampton river, stand in two parallel lines, in *echelon*, each unmasking the other, are now heated by two sets of boilers, 2000 feet apart, which also supply steam for cooking purposes and for four engines. The cost of fuel and skilled labor and the risks of life and property would be reduced by combining into one "nest" these two sets of boilers. To do this, heat the new chapel and two other buildings now with their own apparatus, and make boiler capacity enough to do the work easily, would require the purchase of a hundred and twenty horse-power boiler, several hundred feet of large iron pipe to run underground, the moving and resetting of one of our present boilers, and a brick building to cover the boiler system; done by the best mechanical skill it would cost not far from \$8,000.

The Committee of Trustees on this matter, Messrs. Monroe, Pierce, Mead and myself, have carefully examined the matter and propose to send an engineer to survey the ground and buildings with reference to a complete map of everything, on which can be based plans for as perfect steam heating apparatus as can be secured. This is, I believe, a wise, and ultimately, economical course, though it will be difficult to get funds for the purpose.

3. Of all the school's industrial enterprises the engineering department is the least developed. While our wood working establishment is satisfactorily employing 49 students, and paying its way, there is no outfit of tools for the new and commodious machine shop, the gift of Mr. Moses Pierce of Conn. I am glad to acknowledge the recent gift from Mr. George H. Corliss of Rhode Island, of a new, most carefully and perfectly built "Corliss" engine of thirty horse-power, embodying some new inventions of his own, with a 40 horse-power upright boiler of his make, which is designed to supply power not only for the shop machinery, but for a grist mill to do home work and give Colored and Indian boys a chance to learn a useful trade; and for a small iron foundry.

As the exhaustless pine forests of North Carolina are our resources for the saw mill, so, by favorable rail-road lines, southern iron can be brought here and manufactured into various kinds of hardware, ultimately, at least, to good advantage.

An outfit of machinery and tools, a suitable grist mill and a small foundry, would, it is estimated, cost \$7,000. Of this amount \$1,000 is already provided. An advantage is that the regular school engineer, already in our service, is to manage the shop. Manufacturing goods, however, is a different thing from selling them; I think giving the manager

an interest in sales as part of his compensation would be wise; the interests of all parties would thus coincide, and all care would not fall on the school administration. Our market for lumber is right here, that for iron work would be mostly abroad.

The iron industry of the South has a great future. The Negro is adapted to handling this metal in every way from getting out the crude ore, to managing it in its most highly developed forms, such as locomotives, saw mills and other machinery.

#### SCHOOL FINANCES.

##### *Annual Expenses.*

Aside from the government appropriation of \$20,000.00 a year, which pays for the board, clothing and general care (but not tuition) of one hundred and twenty Indians, at the rate of \$167.00 a year apiece, and besides the cash payments by Negro pupils for personal expenses, such as board, clothing, and books, amounting to about \$5,000 a year (or ten per cent of what they are charged, the rest being paid in labor) the school requires not less than \$65,000 a year to meet its bills for salaries, supplies and expenses of all kinds. Sixty-five officers, teachers and assistants cost \$35,000. Repairs, improvements, furnishings, fuel, insurance and general expenses amount to, say \$15,000; about \$12,000 are required to make up the loss in giving students \$45,000 worth of work. Personal aid to students (who are charged for board, etc. over \$50,000) is given to the extent of \$3,000. Sixty-five thousand dollars are needed yearly to run the school.

The State of Virginia gives us, for doing the work of a State Agricultural College, \$10,000 a year; the permanent funds of the school and certain rentals yield \$5,000, leaving to be raised by annual contribution the sum of \$50,000.

For half of this we look to gifts of annual scholarships of \$70 each. An average of \$10,000 a year has come in donations in moderate amounts for general purposes and for the Indian fund, and \$3,000 for direct aid to students. Unexpected receipts and legacies have made up the rest, a total of \$65,000 from all sources, not including receipts from Government on account of board and clothing of Indians, and colored students payments in cash and labor.

The annual cost and receipts of the school are thus given in general or approximate terms. Success in future seems assured, first, by doing our work well and thoroughly; second, by keeping it before the public. The latter is a considerable tax on my own time and strength and on that of Rev. Mr.



Frissell, Chaplain. But our work is not only for money, it is to help make a public sentiment that is vital to the settlement of these race questions. The people of the country need this education as much as our pupils need theirs.

*Endowment.*

The \$50,000 to be raised annually is five per cent. interest on a million dollars. A partial endowment in the near future is, I think, desirable. For the sake of other like work to be done in the South the need of which is unspeakable, for the strain of it that can not always be kept up, and for other reasons, it is not best, I think, that this school should remain many years longer in the front rank of charities, and so largely dependent. Should it have an invested fund of half a million dollars, as I hope it may ere long, it would still need a strong constituency of friends and helpers, could not live without vigorous effort, and would remain an important interest of the people, a relation with whom is a mutual benefit and inspiration.

A large fund to meet the repairs and general expenses, leaving scholarships to be raised as now among friends, is the thing to be desired.

*Remarks.*

A loss of about twenty five per cent. on students' labor is to be expected when instruction is made paramount to production; making up this loss, say \$12,000 a year, is a heavy tax on our resources. What can the shop do for the student, is quite as important as what can he do for the shop or farm. From the students' own standpoint, the money is earned; in many cases they are, compared with the outside market, overpaid; we must pay them enough to make self-support possible; but, when we are through with them they are well worth their wages. Nothing false as to the value of their labor is taught.

RACE QUESTIONS.

*Of the Negro.*

There is a marked tendency among colored people in the country regions where land is cheap, where the most and the best of them live, to buy lots of from one to ten acres apiece, induce others to join them, and thus create small villages, which are usually situated near the large estates where they can work by the day or week, returning home every night, or on Sunday. These homes are a refuge when out of employment, and, what with pigs, poultry and potatoes, keep them from want. Obtained by industry and sacrifice, they

are a most significant feature of the time. To get land is the ambition of the better class of adult Negroes, as to get education is that of their children. There is, no doubt, a large mass of dregs in our black population, especially in the far South, where, in overwhelming numbers and rapidly increasing, they threaten civilization. Their condition there and everywhere is a national as much as a local question, to deal effectually with which our legislators have so far found themselves unequal. Yet in the railroad, steamboat, lumber, iron, in all the business and in the agricultural interests of the South, colored men are steadily coming to the front—in this generation to secondary places, in the next, to better places, if they shall have the preparation. But at least half the race is drifting, with no decided tendency, subject now to more evil than good influences. They need school teachers and a pure gospel to counteract the effect of rum, sensuality, demagogism, and low preachers.

This tendency to country village life is a wholesome offset to the centripetal and undesirable influence of cities, which strongly attract the Negro population. It is due, I think, to their strong social and exclusive instincts. It sifts out the enterprising and self-reliant, and simplifies the question of how the races will live together. Liberal minded, far seeing landowners of the South, have done much to encourage this movement; it secures to them "the best labor in the world," and to the ex-slave the best conditions of citizenship and of manhood; it is brought about by no outside aid, but by the friendliness of the whites, and by the sense and sagacity which characterize the better class of Negroes. It means peace and good will among the people of the South.

These hamlets, near each of which there is, or should be, a school, supported by the State, is the place for our graduates, whose formative influence, not only by regular teaching, but through Sunday school, temperance, and humane work, has already proved in many cases of incalculable good, changing the character of the surrounding people.

The life is hard; the teacher sleeps in the garret of a log cabin, and may see stars and feel rain through the rough shingled roof; the fare is plain, but at school they learn to sleep on beds of straw, and they are no strangers to "hog and hominy." They are cheerful and contented where those more daintily fed and highly polished might flinch or fail.

While holding their own admirably in the graded schools at Norfolk, Lynchburg, Farmville, Danville, and other cities of Virginia, even being in demand for the colored public schools of New Jersey, where only high qualifications will secure positions, the majority of our graduates go to the country where the great majority of the Negro population live.

The simple, earnest and most hopeful portion of this race are to be found in rural regions, living in their own homes; they yield readily to good or bad influences. Wholly by itself I think a large black population would not easily advance, but in small communities near to civilizing influences, they seem to have the best conditions for progress.

This school is largely filled with those who have had little chance to learn, for country schools have short sessions and few good teachers; they are not afraid of work, and need the advantages of our industrial system, entering usually as work students for one year, studying at night for mental and material gain. The one hundred and seventy of them in this class alone, makes a severe strain on our resources, for work and wages must also be given to the two hundred and fifty in the Normal classes who labor two days each week. But it pays; it makes the men and the women that are needed. There is very little direct charity in this education.

As the whites are divided into the Bourbons and progressives, the hopeless and the hopeful, the black race, both by imitation and by instinct, tends the same way, prevented, however, from advancing rapidly in the right direction and held in its sad condition by an ignorance for which they are not wholly responsible.

### *Of the Indian.*

The Negro makes public sentiment, but it makes the Indian. The former, in fixed relations, chooses his own course, and we may well be anxious about it; but the latter, in miserably unfixed relations, is at the mercy of well-meaning legislators, who are, as a rule, ignorant of or indifferent to the facts of his condition, vote him millions for food, which pauperizes, but provide most inadequate means for the kind of education that will make a man of him; and such salaries that competent agents are the exception, while the Indian's agent is his "Father," shapes his future, and should be the best man that can be found.

The details of his management are, in some respects, assumed as much by the legislative as by the executive department of our government: hence a hydra-headed control that makes progress difficult. Measures that could, in the next five years, push Indian civilization farther than it has been in the past fifty years, approved by the Senate, have lain neglected before the House of Representatives.

The real difficulty is a lack of public sentiment; for this the cause of Indian progress waits. The remedy is in such organizations as the "Indian Rights Association," and the "Women's National Indian Association," through whose

friends and agents facts, gathered at first hand, are given through the press, platform and pulpit, to the public, whose responsive interest has already had a marked effect at Washington.

Mr. Herbert Welsh, Secretary, and Prof. C. C. Painter, Agent of the Indian Rights Association, have been especially instrumental in this good work; thousands, through their efforts have been saved from starvation, and hundreds of Indian families kept from homelessness and saved from cruel wrong.

The material and moral support of those who base their work upon the results of personal investigation, is the duty of all who have any care for the welfare of the Indian race. As the facts are known, interest will increase, and create a sentiment that will insure the needed legislation and hasten the solution of a question that has vexed the nation ever since English and Indian civilization first met upon this very shore; the scene of the first conflict is said to have been close to the grounds of this school.

The earnestness of the present administration in doing justice to the red man, gives reason for the hope that during the next four years rapid progress will be made in providing measures and means for his improvement, to which the Indian will, I believe, respond in a satisfactory way.

There are to-day twenty tribes or parts of tribes ready to take up lands in severalty, waiting for necessary legislation, herded meanwhile on reservations, without hope. Probably not three thousand out of the eleven thousand seven hundred Indian youth now enrolled in boarding and day schools, are getting a thorough practical training; fifteen thousand would take it if they could; thirty thousand need it. Weak, half-equipped schools will never do the work. Payment of the treaty debt of over four millions of dollars, urged again and again, by the Interior Department, would, wisely used, without costing the country a dollar of its own, push forward the whole line of Indian life,

The Indian question has become the Indian crisis. Game, the basis of life, has gone, replaced in part by the false and mischievous one of Government rations. With scarcely diminished numbers, this people has been pushed across the continent, brought to bay at last on lands which they cannot long hold in a tribal way—for the reservation must go—pressed on all sides by our strong, selfish civilization, they need a strong, wise care. Their salvation is in citizenship, in the right to vote, in "land, law and education." The practical difficulty is not in the Indian, it is in Congress. The remedy is public sentiment.

While legislation is indispensable to create hopeful conditions for Indian progress, the yet more important part of work for that race is *executive*, carrying out or applying the law. Good management, requiring a high degree of administrative ability, of character and devotion to the work, is the exception rather than the rule among the sixty Indian Agents now employed. Some of them, however, are doing excellent service, and cannot be spared ; but, as a whole, they are, I believe, unequal to the work before them. Congress has refused to raise their salaries, which in a few cases is done by private subscription. I see no way out of the hopeless state of things but by securing authority for the detail of a score or more well selected army officers, who, should they consent to the detail to the Indian Bureau, would supply a force to be had in no other way.

There is no time to be lost. In less than ten years, under existing pressure, there will be no land for Indians to select as homes. Only by prompt legislation and by the greatest executive vigor and efficiency can the Indian be established in the conditions of citizenship.

The best training we can give an Indian is three years at school, dividing the time equally between study and work ; then from six to eighteen months at home, where he proves himself ; he is apt to feel his imperfection and apply to return, which is allowed on condition that he shall fit himself specially for a teacher, farmer or mechanic. His education then covers practically six or seven years, and with fair conditions there is very little failure about it, bad as reservation life is.

The test of the trained Indian is not his record at school, but at home, and that depends more on the kind of agent in charge than on surrounding barbaric conditions. An efficient Indian agent such as Major Gasmann at Crow Creek, or Maj. McLaughlan at Standing Rock, Dakota, and others, has more or less trouble with returned school boys and girls, but, by looking after them, finds the results far from discouraging. There is little hope for Indian youth who go back to the care of weak agents, and weak agents will be the rule so long as they are so poorly paid.

The following is the record of Hampton's returned Indians, the first 30 of whom I took to Dakota in 1881 ; 18 of the 145 mentioned below are at school again after finishing a three years' course ; 25 have died ; we know of 12 who are not doing well.

The record of two thirds is fair or good ; not one has become a renegade.



*Boys.*

Teaching in Government Schools	-	-	7
Assisting in Government Schools,	-	-	2
Clerks at Agency,	-	-	3
Interpreters at Agency,	-	-	2
Working at trades at Agency,			10
Employees at Agency	-	-	9
Attending School at Agency,	-	-	6
Working on their own or parents' farms,			13
Cutting cord-wood,	-	-	2
Boys at home behaving well,	-	-	14
Unemployed or not doing well	-	-	8
Returned to Hampton for more education	-	-	12

*Girls.*

Assisting in Girls' School,	-	-	3
Attending Girls' School,	-	-	8
At home doing well,	-	-	13
Married well,	-	-	3
Unemployed or not doing well,	-	-	4
Returned to Hampton for more education,	-	-	6
Died since return—both sexes,	-	-	20

145

This does not include 35, poor and sickly material, who were here only a short time, some a year, some only through the summer, nor the 17 Cheyennes and Arrapahoes who, in 1878, came under Capt. Pratt's care from St. Augustine, Florida, most of whom have turned out well.

By providing, last year, twenty five assistant farmers, our government recognized the need and wisdom of helping the present generation of Indians with practical teaching for their daily life; ten times that number should be employed to help them select farms and prepare and plant them. A good farmer to every hundred Indian families would accomplish much more practical result than a teacher of thirty Indian children collected a few hours a day in a school room on a reservation. When Indian farmers or agents are appointed for political reasons as some have been, they are usually worse than none at all.

The Canadian government instituted, some years ago, Home Farms on their reserves, on which Farm instructors resided, raising crops with a view of showing Indians how a farm should be managed. They have done a good work, diminished the cost of supporting Indians, and are an example to those who manage our own Indian affairs.

## OF THE CURRENT YEAR.

The work is divided as follows :

## ACADEMIC DEPARTMENT.

1st. *Normal School*, three years English course from 9 A. M., till 4 P. M. with intermission. Junior, Middle and Senior Classes. Vacation from June 15th till October 1st.

2nd. *Indian School*; from 9 A. M. to 4 P. M. A three years' preparatory course. This includes all who speak a foreign tongue. (21 Indians are in Normal and 10 are in the Evening School.)

3rd. *Evening School*; from 7 to 9 P. M.; preparatory to Normal School.

## INDUSTRIAL DEPARTMENT.

1. *Household division.*
2. *Agricultural division.*
3. *Mechanical division.*

## ACADEMIC DEPARTMENT.

The report of Miss Mackie, Lady Principal, below, gives the details in full, from which I extract the general statement that the total attendance this year has been 667; average, 595—total last year was 647.

Three hundred children attended the "Butler," a graded day school on our grounds; public from October till March, private from April till June.

*Normal School.*

The course is practically four years, as the large majority in it come up through the Evening class, for whom a better mental and moral foundation is laid than have usually those who enter as Juniors.

The classes shrink rapidly as they advance, from these about equally operating causes :

- 1st. Incapacity for further progress at the rate at which the class advances.
- 2nd. Repeating the year for the sake of greater thoroughness.
- 3rd. Lack of funds, which compels students to seek teaching or other work.



Hence, out of last year's Middle Class of 103, there are but 44 Seniors.

According to the decision of the Trustees, at the last Annual Meeting, instead of continuing their studies, those who shall hereafter be promoted from the Middle to the Senior Class will teach one year with a view of making the Senior studies more profitable.

Already fitted for work in the common schools, probably some will not return; many of the best workers sent from here have had but two years' instruction; but those who do come back will, through experience and discipline in the field, it is believed, make more of last year's studies than any previous class has done. Quite a number of the last Middle Class remained out, voluntarily, to get this advantage, and with others, will make a small Senior Class next year.

I invite your attention to the reports of the Normal School teachers in the appendix, in which are detailed, in an interesting way, the duties of each one, with comment.

Practical instruction as well as book knowledge can be given in classes. Cooking is taught in this way (see report) and, as soon as a salary can be provided, technical instruction in the use of tools should be given to every member of the Senior Class; in a somewhat limited but most useful way to girls. In this there is no production, no profit or wages; students earn nothing but learn much. Lessons of two hours two or three times a week in the principles of carpentry, brick laying, wheelwrighting, blacksmithing, painting, glazing and in leather work would render our graduates "handy" with tools, able to make or repair their own windows, doors, benches, black-boards and school houses; keep their own homes in order; build fences, gates, out houses; mend implements of all kinds; all with varying success according to their natural gifts and their enterprise in applying the principles which they have been taught at school. A few would develop into skilled workmen; all would be better citizens, better fitted for a life of exigency, and to be examples to and leaders of their people.

Eventually, special training should be given to special students. It is only a question of time and money when we shall have a technical department here equal to any in the Northern cities. It is precisely in the line of our development. Constant work for wages and discipline is the foundation of our Industrial and Academic system; special class training in mechanical principles for the higher walks of labor should be its completion.

*Indian School.*

This is fully described in the reports of Miss Richards, in charge, and her assistants, in the appendix, to which you are referred.

On the mental, moral and religious side, and industrially, Indians improve rapidly, but have a tremendous task in learning our language and habits. In three years they get a fair English vocabulary, but are slow to use it; they quickly learn how to work, but not always to stick to it. Physically they are not, as a rule, strong; not that the race is dying out, but recent changes in all the conditons of their life have weakened them. Getting their food by Act of Congress rather than by the sweat of their brows does not promote robustness. The death rate here has been very serious this year among pupils from Lower Brule and Crow Creek Agencies; not unusual or serious among the rest.

In two cases this year a disaffected father has secretly sent money to his son urging him to return home, without permission, which has been accomplished with bad effect on the runaway and on Indian students; the mother of one of the boys was most anxious that her son should remain at school out of reach of his father. Both will probably be sent back here.

Funds to erect two new Indian cottages, (\$200 apiece) for Indian families, were provided, this year by ladies in Utica, New York; and, as the result of Miss Alice Fletcher's statement upon Indians at the New Orleans Exposition, the money for one more is pledged from Christ Church in that city, which also provides funds for the tuition of their occupants.

There is every encouragement to educate families in this way. They learn in detail the lessons of actual life; mutual support on their return is assured and is the best guarantee of their future steadfastness. It is proposed to loan funds to some of these couples from the Omaha reservations, who shall erect good houses and repay as they can; this is the seed of civilization. It should be sown broadcast and is worthy of attention from the government.

Accommodations for Indians will be complete when there shall be hospital provision, as recommended by the physician.

The mingling of the black and red races in the past seven years has worked well. With many different characteristics, a never subdued and reticent, and a race of ex-slaves, demonstrative and yielding, need the same lessons; of the dignity of labor because the one never had it to do, and the other did it under compulsion; of manual skill, because they must either

work or starve; from books, because both need a modicum of education to do their duty as citizens; and the most capable of either should be taught to become teachers and leaders of their people. Each race has learned much from and been helpful to the other. There is no friction and no nonsense about race superiority. This is a school for civilization rather than for any one class, illustrated by the fact that several youths of various nationalities, especially Asiatics, who have drifted to this country, have applied for admission during the past year.

### *Evening School.*

For the account of this I refer you to the report of Miss Baldwin in charge, and her assistants, in the appendix. This department was not in the original plan, but was created by the poverty or ignorance, or both, of the class who principally sought admission here; those who had only labor to offer in payment of their expenses.

Opportunity is prized according to its cost; in spite of eight or ten hours' work, evening students are the most earnest and plodding of all. They have made better progress this year than ever before. The sixty of the entire class of one hundred and seventy, who are trying to master the studies of the Junior year by evening study—the rest expect only to enter the Junior Class—will generally succeed; and it is likely that a night class will ere long attempt the studies of the Middle year. Three years at a trade, at the same time making the first two years of a course of study, entering only the Senior Class for a year of regular day study, would be a creditable achievement, the graduate would probably leave a creditor of the school, though he entered in poverty. These possibilities are not, I think, confined to the Negro race.

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### INDUSTRIAL DEPARTMENT.

Every student has a place in this; labor being required of all. The work before us presents an alternative between personal charity and a labor system, itself a heavy tax on charity. The principle that instruction is as important as production makes an industrial department a source of expense. To require it to be profitable is to destroy its chief value; yet single branches of industry may be, and we have in some cases, made them so.

I refer in some detail to the following divisions, the reports of those in charge not being printed, as they would make too large a volume, and their essentials are stated here.

## HOUSEHOLD DIVISION.

*Miss C. L. Mackie*, in charge; *Miss Harriet Andrews*, Assistant; *Miss M. A. Wheeler*, Superintendent of Laundry.

*Girls.*

In the Laundry, twenty-four work all the time, studying nights, and sixty-three from the Normal School work one day in each week. By the help of a steam mangle, and a new washing machine added this year, the laundry work has gone so easily that the increase in numbers has not been felt. In the four kitchens (diet, cooking school, students' and teachers') there are nine cooks and assistants; the latter caring for the dining rooms—all work girls; seventy-one school girls set tables and wash dishes three times a day; sixty-one do general housework, including the care of teachers' rooms. There is one nurse. The one hundred and thirty-one girls in the Normal School are employed one entire day each week, either in the laundry or sewing school, and one hour each day in housework.

*Boys.*

Young men are employed as follows: Two cooks, three bakers, and one for general duty—all night students. Forty school boys serve as waiters in the different dining rooms at thirty-eight tables, averaging sixteen at a table; and there are nine janitors in charge of school rooms and dormitories.

The large amount of work in the household department is wholly done by student labor excepting a hired hand in the teachers' kitchen and laundry. While non-productive, it is a vast saving of expense, and most profitable as practical training. All have regular wages but are paid in kind not in cash except small amounts for necessary expenses.

A capacious airy kitchen with bakery attached has been fitted up during the year in the basement of Virginia Hall, which gives plenty of room and facilities for doing the work more easily and better than before. The new brick oven, 11 by 13 feet, is a success and a comfort. It consumes 270 pounds of coal in heating three times a day. The old one, 9 by 11 feet, was heated by wood and consumed one cord per day. The former kitchen has been turned into a dining room, furnishing ninety additional seats.

## AGRICULTURAL DIVISION

*Mr. Albert Howe*, Manager.

On the Home Farm, including the Normal School grounds, there is a daily detail of nine colored and six Indian boys, except Monday, when half the entire detail for farming

—fifty-six in number—is out, giving, each week, to every boy an average of a day and a half labor. Ten milkers and drivers are employed all day and study at night, for one year.

The 100 acres of the Home or “Whipple Farm,” as it was named in honor of the first President of our Board of Trustees, are cultivated as follows: In apple and cherry orchard 10 acres; peach and pear orchard, 5 acres; early peas, 12 acres, potatoes, 10, cabbage 2 acres; asparagus, 3 acres: all followed by second crops, such as corn fodder for soiling and ensilage, late cabbage, sweet and Irish potatoes, kale and spinach for school use in the fall and winter. Of corn, 10 acres are raised; of oats, 20; of rye, 9, and of clover 10.

A leading feature is the milk dairy; twenty-four graded Jersey and Ayershire cows supply from fifty-five to sixty gallons of milk daily; of which about one-half is used in the school, and the rest sold at Fort Monroe and at the Hygeia Hotel.

For the third year 140 tons of ensilage have been put up with good results. A bushel of it with four quarts of bran is given to the cattle morning and night, and a feed of clover hay in the middle of the day. A new silo to hold 150 tons, is just finished.

Last year 40 tons of clover and of orchard grass were raised, chiefly for 23 horses and mules (4 are boarders and 4 are kept for driving). A thoroughbred Morgan and a Percheron horse are kept, doing farm work.

Fifteen tons of pork have been slaughtered this winter, and there are now on hand 125 young swine; the Essex and Berkshire crossed with Chester breeds are preferred.

Sixteen Indian boys under the special care of *Mr. George Davis*, a graduate, assistant to the Manager, help in the care of the cattle, in plowing and planting, cutting and bunching asparagus, and in all kinds of farm work. They are generally well disposed and easily managed; a few are tough cases.

The “Hemenway” and “Canebrake” farms, four-and-a-half miles from the school, under the immediate care of *Mr. Charles Vanison*, a graduate, make a fine grain and stock farm of 550 acres, worked by ten students, who labor all day and study evenings. It is cultivated as follows: In wheat and oats, 75 acres each; in corn, 125 acres; in clover and grass 50 acres; the rest is pasture, excepting 7 acres in an orchard and vegetable garden. The stock consists of 20 horses and colts; 25 head of cattle; 225 head of sheep, including lambs; 100 breeding fowls; over 500 head of poultry being supplied annually for school use.

The buildings, barns, etc., are in good condition and ample, excepting that a new stable is needed which will cost not



over \$500. Also a silo to hold 100 tons of ensilage; two more miles of fencing must be built. The boys are doing well at their work and studies; begining here with nothing, they lay the foundation of regular active habits, skilled farm labor, prepare for the Normal course, earn enough to pay school expenses, and graduate without a dollar's aid in charity.

In the *Farm Repair Shops*, under competent foremen, wheelwrighting and blacksmithing is taught to an equal number of colored and Indian boys, three working mornings and the other three afternoons, in each shop; twelve in all. Here all carts, wagons, and implements needed are made and repaired, and a few are sold each year in the neighborhood; our horses are shod and the general work of a country establishment is done. Many a complete cart has been made by an Indian boy.

#### MECHANICAL DIVISION.

##### *The Huntington Industrial Works.*

##### *Mr. A. Howe, Manager.*

*Mr. W. T. Westwood*, in charge of saw mill department, reports that over two million feet of North Carolina pine have been cut into building material. Work has been furnished to eighteen regular hands (evening students), and for two days each week to thirteen in the Normal School.

The year has been favorable for business; the yard is well stocked with material for the market. One student bids fair to become a good sawyer; another at the matching and planing machine has just taken the place of a skilled hired hand.

*Mr. James A. Brinson*, in charge of wood working machinery, reports in his employ thirteen students working the entire time, and five from the Normal School working two days each week, with five hired journeymen as instructors and helpers.

The progress of apprentices has so far been satisfactory; they require less help than in former years; the period of service was changed last fall from two to three years, to insure more thorough training. Business has been good; a variety of fine articles in wood ware have been made for customers. Orders for every kind of machine-made building material have come in from Hampton and vicinity. About 150,000 feet of material have been worked into window and door frames: odd sizes of sashes and doors, counters, cabinets, church pews, stairways, and mouldings and scroll sawing. No workmen are sent from the shop to compete with outside mechanics.

This department built the new girl's dormitory and will probably do the carpenter's work of the prospective chapel.

*Girls' Industrial Department.*

*Miss M. T. Galpin* in charge.

Sixty two girls from the Normal School each work one day every week, doing the clothes mending for 360 boys, and making household furnishings for the school. There are twelve regular work girls, and two young men in the *Tailoring Department*, which is in charge of *Mr. Robert H. Hamilton*.

In this have been made the past year 160 uniform coats, 247 pair of trowsers, and 92 vests, of Middlesex blue flannel; also 50 work suits of Kentucky jeans, 226 linen shirts, 174 Percales, with 348 collars, and 233 "hickory," and gray flannel shirts, besides 363 pair of drawers, and 375 night shirts for the use of students. Making, with about 500 other garments, 2,577 pieces for the year.

A marked gain has been made this year in employing less outside help by one-half than last, in making uniforms; now, the full time of one, and half of another, is used. Seven sewing machines are kept running.

The *Green House*, 100 x 20 feet, has, since last July, been under the care of *Mrs E. F. Coolidge*. One student is learning the business. Roses are principally grown; but geraniums, heliotropes, ferns, etc., are raised; sales have been made greater by twenty per cent. than last year, and running expenses somewhat less. With a propagating house, costing not over \$500 and no additional outlay for labor, much more might be produced and the green house become a source of profit.

*Printing Office.*

*Mr. C. W. Betts* in charge.

Business in this department the past year has been good. The bulk of the work has been job—comparatively little book work having been done.

A new half medium job press has been added to the office since the first of January, which is a great help, as we had felt the need of it for some time. It was purchased at a very reduced rate, and gives great satisfaction.

We still print the "Southern Workman," "Alumni Journal," (monthlies) "African Repository," (quarterly magazine) and a small weekly paper for the Soldiers' Home.

The Book Bindery has been holding its own—Mr. Schonian, the manager, having had as much work as he could do himself, and at times employing one of the students to help him. His work is all by the piece.

The number of hands employed is as follows: Eight colored students taking a four years' course; three graduates, (one a female.) Three Indians, two days a week; two hands



in Bindery. Extra help is obtained from the Soldiers' Home when needed.

One of the African boys brought over by Mr. Ackrel White, who has been working in the office steadily for the past two years, left the first of July. He has made a good record, and no doubt will prove a credit to the Institution. Another student entered upon his last year the first of May.

Two colored students have left during the year, before completing their trade—one to take charge of an office in Tuskegee, Ala., the other under discipline. Two Indians have also left, one on account of failing health, the other his time having expired. A letter from the latter last month states his "disappointment in not getting work at the case, but finds him engaged in teaching a School among his people.

The progress of the boys has been as favorable as could be expected, taking into account the great amount of sickness among them.

We are still making out with our old cylinder press. With a new one, we will be fully equipped, and the office will then need nothing more in the way of machinery. A new press can be put in for \$1,000

#### *Shoe Shop.*

*Mr. E. F. Coolidge, in charge.*

It employs two Negroes and ten Indian boys; two of the latter all day, the rest half of the day; and most of the time one or two outside hands to do all the work required, which has been as follows:

Made for students, 671 pairs shoes.

Outside custom 55 pairs shoes.

Students' shoes repaired, 1655 pairs.

The work in the shop has gone on more smoothly than ever before, but has been embarrassed by the unusual sickness of the year, requiring more outside help; five Indians have left for ill health; one to return home and two to go to school steadily,

A substantial \$2.00 shoe is made for girls, that long out-wears the cheaper and more showy store shoe. For the boys we make an English Balmoral for \$2.25, our regulation shoe. Six hundred pairs of men's brogan shoes are being made for the government for the Indian service at \$1.25 per pair; there is no profit in this, but it gives the boys work.

#### *Knitting Work.*

Of this, *Mr. F. N. Gilman*, Treasurer, has charge.

Upwards of 12000 dozen pairs of mittens have been made this year, a slight gain on last year; 24 boys have been employed, 12 of them all day, (night students,) and 12 from the Normal

School, two days each week. All is piece work, which is the best plan, and desirable in every labor department.

Until February, all "finishing" was done by school girls; since then, from loss of hands by sickness, five outside helpers have been employed. Two are permanently needed, one to repair machines and one to examine the work. This is against an average of thirteen outside hands employed last year.

#### *Engineer Department.*

*Mr. J. B. H. Goff, in charge.*

Seven work students and five from the Normal Department are employed, besides two hired firemen, and, for three months, one skilled hand; one outside man is hired for general work.

The work for the year has been putting steam, water and gas in the new girls' dormitory, doubling the capacity of our Laundry machinery, and making a new well with a capacity of 30,000 gallons per day; 72 iron bedsteads have been made by students' labor. General repairing has been kept up, nine boilers and four steam engines, water and gas works cared for; 985 gas burners are in use and the works can supply, 200 more. The average consumption, when the nights are long, is 8,500 cubic feet; when they are short, it is 4,500 feet. A million and a quarter feet are consumed per year.

*The Fire Department* is in good condition, but our hand engine is too old to be relied upon. A new steam fire engine of the second class to cost about \$3,500 is needed for the protection of our many valuable buildings.

Permit me to refer to the resignation of Mr. Goff, who has for eleven years, faithfully discharged the duties of School engineer, rendered most prompt and efficient service at the fires and alarm of fires that have often startled the school and neighborhood, and trained a number of young men to proficiency in the care of boilers, steam engines and in the use of tools for iron work of various kinds. The extensive water, gas and steam works of the institution, are monuments of his skill and energy.

#### *Indian Training Shops.*

*Mr. J. H. McDowell, in charge.*

*Carpenter Shop.* Twelve Indians and four colored apprentices are employed, Indians on half time, colored on full time, studying evenings. A journeyman instructor has been hired. All are paid according to the value of their labor. Work has been done as follows: 34 wardrobes for the new girls' building; 30 settees, (each to hold five students,) for study-room in basement of same; 24 settees and 12 writing

desks for Academic Hall; general repairing of buildings and School furniture, making fences, etc.

Repair work at Fort Monroe, amounting to about \$475.00, three-fourths of it labor.

Number of orders filled for school, 1608

" " outside labor 83

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1691

*Paint Shop.* There are two Indians and two colored apprentices, under a journeyman instructor, with one white assistant.

The girls' building has been painted and varnished; old buildings and furniture have been repainted and kalsomined and glass reset; a part of four buildings at Fort Monroe and five others in the vicinity, have been painted.

*The Tin Shop.* Employs four Indians and two colored apprentices; one journeyman instructor.

Work done: 13,562 pieces of contract tin ware for Indian service, (chiefly tin cups and coffee boilers) 3,300 pieces for the trade; 480 pieces for the school.

Fifty-one hundred square feet of tin roof have been put on; 1311 feet of hanging tin gutter, and 1311 feet of spouting. All tin-roofs, gutters and spouting on school buildings, or all tinware needing it, have been repaired. Considerable work has been done for outside parties, principally for the Quartermaster at Fort Monroe.

Number of orders filled for school, 1296

" " outside parties, 90

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1386

*Harness Shop.* Two Indians and Negro apprentices, and one instructor have been employed. Work done, 277 sets of double plow harness for the Indian service; 12 sets of carriage harness to order, and five sets of cart harness; general repairs for school and neighborhood.

Number of orders filled for school, 381

" " outside parties, 240

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621

The spirit of work in all the shops has been good; more contentment and less friction than in any previous year, and a better quality of work produced.

One colored and eight Indians left for home on account of sickness; four Indians transferred to other departments, where they would thrive better; seven Indians returned home for expiration of time; all places have been recently filled with material better physically, if not in other respects. The

present set of Indian hands is hopeful as to bodily strength and is superior to any we have had; they seem to appreciate their opportunities.

Paying them wages, from \$1.00 to \$15.00 a month, is most beneficial and is, I think, indispensable to their taking an interest in daily work, and becoming good mechanics.

#### IN GENERAL.

##### *Of Graduates.*

Of the 572, including this year's class, who have taken the full course, 90 per cent. have taught more or less, and 75 per cent. have made teaching their life work. Less than 10 per cent. have failed in respect to conduct and character. Our girl graduates, numbering one-third, have shown a remarkable steadfastness and efficiency; they are in special demand as teachers, among country school superintendents.

The actual working force sent out includes, also, not far from five hundred who left at the end of the Junior or Middle year. The demand for teachers is still great and beyond our power to supply. All can get salaries of from \$25 to \$30 per month for sessions of from four to six months. They must shift for themselves a part of each year; here their industrial training comes in and saves them. Indian graduates and ex-students are doing well in the West in spite of the terrible surrounding conditions. The record of two-thirds of them is encouraging.

Your attention is invited to the reports in the appendix of *Miss Cleveland* and *Miss Tileston*, correspondents.

No work is wiser than attention to and care of those who have gone out from us. This, as every year, there is sent to each one an invitation to attend anniversary exercises, and a lunch on the same day given them by the school. A goodly number is always present. Their loyalty as a class, to their "Alma Mater" and to its teachings, is a constant encouragement and inspiration to us. I believe that the record of Christian work for no other race has been so satisfactory a seed sowing as that for the ex-slaves of our country: for the work done, the harvest has been speedy and ample; the only regret is that the laborers are so few.

##### *Physician's Report.*

*By Dr. M. M. Waldron.*

This report, to which your attention is invited, gives the health record of this year, and states the sanitary conditions of the school, which have improved this year more rapidly than ever before, though the sick list has never been so large. Care has been taken to ascertain and create the best possible conditions of health; no money is better spent than in preventing disease.

The recommendations of Mr. Frank Wingate, of New York, Sanitary Engineer, who made a careful inspection, have been, or will be strictly carried out. The unusually large medical work of the school this year has been well and most faithfully done, severely taxing the strength of our medical officer. Increased help is needed in nursing the sick.

The health department of the school needs ampler provision by way of a hospital for colored and Indian boys, to which most of the cases could be carried instead of being visited, as now, in separate buildings to great disadvantage. It should contain eight beds, and, without furniture, would cost \$3,500. Dr. Waldron recommends a building in the form of a Greek cross, each of the four wings to contain 2 beds, with capacity for four beds.

I am glad to report a probable provision for the hospital; it is expected to build it at once.

#### *Of the Library.*

You are referred to *Miss Bacon's* interesting report, which shows a marked gain in its use and influence. A taste for good reading is invaluable to those who are to live in a low moral atmosphere. Creating this and supplying reading matter to our widely scattered workers is a help to better living that they need and appreciate.

Friends are asked to send or give what they can to build up the school library and its fund, and supply reading for distribution.

Bad literature will, as a knowledge of reading shall become more general, find a wide and profitable field in the South. The unusual attention given this year to interesting students in books, and their eagerness for knowledge makes the library more deserving than ever of encouragement. It is pleasant to acknowledge the receipt of a gift of \$787.25 as a basis of a library endowment fund, which I hope may steadily increase till its income shall be at least \$500 a year.

#### *Report of the Business Agent—Mr. F. C. Briggs.*

The supplies of the school are, other things being equal, purchased as near home as possible, from first hands.

While home products are used to the utmost, they make a very small part of the quantity of beef, bacon, flour, meal, etc., required daily by six hundred student boarders and sixty officers and teachers on the place, with their families—not less than seven hundred are supplied. Your attention is asked to Mr. Briggs' report, which shows in minute detail the cost and distribution of everything purchased for the school; the cost apiece of every student, and the total cost; also a comparison with the cost of previous years.



At the beginning of the year a complete inventory of the school property was taken, which is submitted for the information of the Trustees.

*Report of the Acting Commandant—Mr. George L. Curtis.*

From July, 1878, to July, 1884, an United States Army officer was detailed as Instructor in Military Tactics, in virtue of the school relations to the State as an Agricultural College—a private corporation administering a public fund. An application to the Secretary of War for the detail of Lt. Geo. LeRoy Brown another term of three years having been refused, it was preferred to conduct the cadet organization without applying for a new officer. Mr. Geo. L. Curtis, of New York, was invited to take charge of the discipline of the students, and the "internal economy" of their life.

*Mr. Arthur Boykin*, a competent and well-trained graduate, was appointed Drill Instructor of the battalion, and has done the work well. See his report.

The military part is in excellent condition not only from the efficiency of those in charge, but because of the work of Capt. Henry Romeyn and Lieut. Geo. LeRoy Brown of the army, whose faithful labor of three years each, laid the foundation of and made possible the present satisfactory system.

The conduct and influence of our colored Captains, Lieutenants, and non-commissioned officers, has notably improved in response to the appeal for their best efforts to make good the loss of an army officer; the *morale* of students is better this year than ever.

You are referred to the report of Mr. Curtis, for full information.

*Report of the Chaplain—Rev. H. B. Frissell.*

The Chaplain is also acting Principal and is in charge during my absence; his relation to the school is large and increasingly important, as the work becomes more vitally related to the cause of Christian civilization in the South. By direct preaching and teaching, by an organization in the school for religious, temperance and benevolent work in the neighborhood, by visiting graduates in the field, by contact with representative men of the country, taking cognizance of the wretched prison system of the State, and by his work for colored pastors in this vicinity who are more and more looking to us for light and help, he has done much to make this school a power for good.

I commend to your careful attention his report, which closes the series in the Appendix. It makes clear, I think, that there is no better seed ground for Christian ideas than the "despised races" of our country.

The only report not referred to above is that of Mr. F. N. Filman, Acting Traasurer, which is made directly to the Trustees. His administration has been able and satisfactory.

Relations with the State of Virginia, through the six Curators of the College Land Fund, the annual income of which, ten thousand dollars, has been regularly paid, are pleasant and satisfactory. Respectfully submitted,

S. C. ARMSTRONG,

Hampton, Va., July 1, 1885.

Principal.

### Appendix.

The following reports are from the instructors and officers in charge of the departments and studies specified, in each of which there are from one to three teachers engaged.

#### *Report of Miss Mary F. Mackie, Lady Principal.*

The 17th year of the school opened on the 6th of Oct. last, the previous Thursday, Friday and Saturday, according to our custom, being devoted to the examination of new students as well as of those who, during the past year, had been members of the Night class and were now candidates to enter the Junior or Middle class of the day school. The examinations for the Junlor class are always oral, those for the Middle written, and cover the ground gone over in the studies of the Junior year.

The total enrollment of students has been 275 girls, 384 boys. Grand total 659, of whom 127 are Indians, and 20 day scholars from the town. The daily average attendance for the year is 595. The classification is as follows:

#### *Normal Students.*

YOUNG WOMEN.	
Senior Class	20
Middle "	60
Junior "	77
Total Ind. Stud's	43
Evening "	75
<hr/>	
	275

YOUNG MEN.	
Senior Class	22
Middle "	64
Junior "	97
Total Indian Students	63
Evening "	132
<hr/>	
	384

#### Pastors' Class 16.

The peculiar features of our work naturally divide our pupils into three general divisions.

The Indian classes study and work half of each day. The evening classes work daily ten hours and study two, while the Normal classes work two days of each week and study four. The time allotted these last students for class work is as follows: From 8:40 a. m. to 12 m. From 1:40 to 4 p. m. Morning study hour from 7 to 8:20. Evening study hour from 7 to 9.

We employ 35 teachers, 9 of whom belong to the Indian Department, 9 to the Evening school and the balance, 17, to the Normal.

#### NORMAL SCHOOL.

*Miss M. F. Mackie in charge.*

The Senior class of 44 shows a large falling off from the Middle class of last year (103). This is accounted for, not only by the num-



ber going a second time over the Middle year, but by the fact that many belonging to this class have been obliged to teach a year in order to secure funds to meet the bills of the Senior year. We consider this year of experience for them a most valuable part of their training; and they themselves are realizing its value. One writes that he has become so fond of his work, he feels it will be hard to give it up and come back to the year of study which intervenes between him and his diploma.

Of the 124 students in the Middle class, 11 were admitted from the Night class, 6 came to us from abroad, and the balance were either promoted from the Junior class of last year, or were such, as having failed to pass the examination at the close of school in June, 1884, for promotion to the Senior class, were condemned to repeat the studies of the Middle year.

Of the 174 Juniors, 81 are from the Night class, 14 from the Indian school, 31 are repeaters and the balance, 48, are entirely new to the school. Of the 340 pupils at present in the 3 upper classes, exclusive of 21 Indians, 153 have, during their course, been members of the Night class for at least one year. It will thus be seen, that a large proportion of our students in each class have had their preliminary training on our own grounds, while at the same time they have been laying up funds with which to pay their board bills when they have entered the Normal classes, and it is a great satisfaction to say that the leading scholars in both the Junior and Middle classes have come from the Night school, which is very creditable to them when it is remembered that their recitations and the preparation for them, are crowded into a little more than two hours at the end of a hard day's work.

The past year has in some ways been a very unusual one with us. The school has been larger than ever before and in consequence the classes also; a much larger proportion than usual of our teachers are new to the work, which must always be a cause of regret as it is of weakness. We have shared the sickness which has been prevalent everywhere, and while we have had comparatively few fatal cases, considering our large number of students, the work of the school has been more or less broken by the sickness, not of the pupils only, but what is a new experience for us, that of the teachers also; as a result I think our classes have hardly gone over the usual amount of ground, but there has been no falling off in thoroughness.

The general tone and *morale* of the school has been excellent, and in all points of discipline, order and promptness of attendance there has been a marked improvement on other years. We have adopted the monitor system entirely for securing the record of attendance in all school exercises, and by so doing have gained a very appreciable amount of time which has enabled us to lengthen our morning study hour 20 minutes. For the day scholars who come to us from Hampton and its vicinity we have established a study hour from 1 to 2 p. m.

The consideration of our Seniors for the elementary studies has been strengthened by the offer of M. Demorest of New York to give a gold medal to the member of the present graduating class who

shall pass the best written examination in the primary studies, i. e. such as belong to our Junior year.

In accordance with the decision of the Trustees last June that all students promoted to the Senior class shall engage one year in teaching before taking up the Senior studies, we have given the "Methods of Teaching" to the present Middle class, preparatory to their work as teachers. At first there was a feeling of disappointment at not being able to complete their course of study as soon as they had anticipated, but I think now the prospect of a year in the school-room as its "Head," begins to look attractive to many and they are deeply interested to fit themselves as thoroughly as possible for their work.

A special effort has been made this year to direct the attention of the pupils to an improved enunciation and the importance of clear, distinct, good tones of voice in all class recitations. In this effort we have been very much helped and stimulated by the work of Miss Adela Rankin of New York, who was with us a month and gave special instruction in our leading classes, tending to the development and the right use of the voice, or of "voice building."

We constantly see and feel the need for our girls of some training which shall do for them what the Military drill does for the boys, to straighten them and correct the tendency to lung disease so prevalent among them. This year, through the interest of a friend who has made the subject of "Light Gymnastics" a special study, we have made a small beginning which we hope will develop into a permanent good and blessing to our girls.

#### *Mathematics.*

The work in the Mathematical department, especially under my care, has made about the usual progress. This year we have confined our attention entirely to arithmetic, mental and written. The advanced section of the Senior class were given their choice whether they would take up algebra, having finished arithmetic, or spend their time in making themselves more thorough and familiar with the branch they are most likely to teach; an almost unanimous decision was given in favor of arithmetic. Lately in this class we have been using a text book by Wentworth and Hill, made up of sets of examination papers issued by the various colleges in America and England, also of problems given in German and French schools; these papers vary in length from one hour to two and a half. Correctness of work, neatness of paper and promptness in time, all enter into consideration of the papers sent in, and thus far the work done has been very satisfactory and the interest of the pupils grows as they find themselves able, often without any opportunity or desire to consult a text book, to hand in a perfect paper. In place of "Inventional Geometry" which we gave the Seniors last year, we have given this term Free Hand Drawing, with a fair amount of success,

#### REPORTS ON THE STUDY OF ENGLISH.

##### *Senior Class Studies in Literature,*

By *Miss Helen W. Ludlow.*

Our aim with this class is always to educate the faculty, and cultivate a taste for good reading rather than to accomplish any set

course. Hence, our work naturally varies from year to year with our material and facilities.

This year, the material has been better than usual. The sections are for the most part, well graded, and the spirit of both has been very good. There are some excellent readers among them, more good readers at sight than in any other class I remember to have taught.

Our studies have been principally in American literature. We have used no text books. The students have had blank books into which they have copied notes taken in the class, with poems and extracts. They have taken much interest in these books and have generally kept them very carefully.

We began with a consideration of what literature is, its classification and development; then took a bird's-eye glance at the development of English literature, with a specimen or two of the old English for curiosity. While waiting for the copy books, we read a little of Julius Cæsar, but they had more of this in their reading class.

With the note books, we took a more careful, but sketchy, view of the history of American literature, dividing it into the Colonial, Revolutionary, and Early and Late XIX Century periods; considering the character of each with its causes; making lists of the prominent writers of each, in the various departments of authorship; and reading illustrations of the most representative; bits from speeches, novels, essays &c., or entire articles, as Ichabod Crane, Rip Van Winkle, a poem and an essay of Emerson (needing some explanation, but then enjoyed.)

Not having a text book and making my own selections, it was not possible of course to have copies enough to go round in the class, except of such as could be found in their reading books or were short and valuable enough to have printed in our office. But from the library, or by borrowing, it was generally possible to obtain at least two copies to pass from hand to hand among the boys and girls to read from while the rest listened. Sometimes I read to them. Questions and comments are always in order; but analysis may be carried to disgust and that I have tried to avoid.

We took up more particularly at last, the study of Bryant, Longfellow, Whittier, Holmes and Lowell; Julia Ward Howe, Helen Hunt Jackson and Celia Thaxter. Our previous studies having been chiefly prose, in preparation for these we spent a little while in considering, with much interest to the class, the nature of poetry as a fine art; its analogies with music and painting, and its essential elements of form and spirit; poetic figures, construction and rhythm.

After reading a few of Bryant's shorter poems, the class being especially impressed by "Thanatopsis," most of them copying it entire, I stopped for six weeks or more on Bryant to read to them his translation of the Iliad, skipping only the parts less interesting or important to the story. I believe it was time well spent. It not only gratified in the best, and for most of them the only way possible, their universal longing for a taste of the "classics," but was a real bit of culture. Enthusiasm was roused to the utmost pitch. The inevitable school soubriquets were exchanged for the names of Greek heroes, and the young Agamemnons and Hectors watched with eagerness their favorites' varying fortunes. While a few matter of fact minds were puzzled at first to separate fact and fancy, asking in bewilderment now

and then, "Was that *true*?"—, all soon got into the spirit of the stirring epic, enjoying it with a freshness that added to the enjoyment of reading it to them. The five Indian members of the class were especially interested and surprised to find the echoes of their native ideas and customs coming from so far "down the corridors of time"—the games and auguries, the funeral rites of Patroclus, the horses and captives sent to serve their masters in the under world. Lively discussions were held upon the acts and motives of heroes and gods. They despised Paris, were divided upon Agamemnon and Achilles, were moved by the devotion and sorrows of Andromache and unanimous in enthusiasm for Hector and lamentation for his death. They were surprised to find the gods so much like men, and struck with their difference from the pure ideals of Christianity. In considering one day, at my suggestion, the changes in the standards of heroism with the progress of humanity, one of the boys pleased me by observing of his own accord that after all, the idea of self disregard is common to all of them. Pages of extracts have been eagerly copied into their books, from the Iliad. I prepared them so that they might have their choice of their favorite passages, but most of them wanted all.

As their composition exercises in the previous year had been directed to making them write with some method, according to an outline previously thought out by themselves, so, in studying short poems this year, they were required to look for the author's outline, to see if there was an introduction and conclusion, and what was the natural divisions of the poem. Then they would go over it to study the beauties of each part; the descriptions, figures, allusions; the general feeling and deeper significance; at last reading it through to enjoy it as a whole.

A pleasant incident in this part of the year's work was keeping Mr. Longfellow's birth-day, his picture wreathed with flowers, and each member of the class bringing a short poem or extract to read, from his works. In our first reading of "The Day is Done," we stopped to guess what Mr. Longfellow's reader selected to

"Soothe the restless feeling  
And banish the cares of day;"

and to think what we would like to have read to us in like circumstances. Various suggestions were made by the class, but "Ichabod Crane" was one unanimously approved.

For the remainder of the year, we are trying to get a little glimpse of the literature of England; with a few representatives of its most important periods.

A text book exactly suited to our needs would have been a great help, but such a one was not found and we spared the students the expense of one crowded with an amount of detail impossible to get through with or remember, with few illustrations, and those scrappy or not always what we wanted. "Swinton's Studies in Literature" highly recommended to us by Prof. Alfred Salisbury last year, has on the other hand nothing at all of the history or biography of literature which must be supplied by the teacher, and while its foot notes and questions for "literary analysis" are excellent generally, its selections, especially the "characterizations" of the authors by other distinguished writers, are in a great part quite beyond our students.



There is some advantage, I think, in seeing and handling a whole volume of an author's works even if it has to be passed from hand to hand. Many of my class express the intention of buying Bryant's or Pope's translation of the Iliad, and Whittier or Longfellow's poems, as soon as they can save the money. All are treasuring the "Alden catalogue" of cheap publications, given them by their reading teacher, whose co-operation with my work has been a great assistance to it.

Another year, I should like to have the list of representative names which they have copied into their note books, printed for them to save time for copying more interesting things, or for more composition writing than they have done this year.

The Longfellow, Holmes and Whittier "Leaflets," printed by Houghton and Mifflin, have been distributed for insertion in their books and have been greatly prized. I wish others were published.

For the most part, I am gratified by what the class has accomplished this year, though I wish we could have done more.

*Junior and Middle Classes.  
Grammar and Composition.*

By Miss M. J. Sherman.

As was the case last year, the Juniors have spent the entire term thus far in the study of verbs. My aim has been their mastery of rules, definitions, illustrations, synopsis and conjunction, together with drill in parsing. Combined with this study of technical grammar, there has been constant practice in sentence-building, to illustrate the use of the various forms of the verb. The remainder of the term will be spent in letter-writing, since this is the form of composition our students will hereafter find most occasion to use. In these letters, they will give bits of personal experience, describe scenes familiar to them, and write stories suggested by pictures or by what is read to them. With this work, there will be careful drill in correcting the errors made in the letters.

Such is the course pursued with the first division of the Junior Class, which it has been my lot to instruct. Substantially the same plan has been adopted by those who have charge of the others. Although on the whole, there is a gain in the class of students we receive, the vast difference between the various sections of the Junior Class, especially in their language work, shows that there is still lack of proper training in English in the country schools from which so many of our pupils come.

For admission to the Middle Class, we require this year only a thorough knowledge of verbs and the ability to write a fair letter, thus deferring more than one-half of what has previously been crowded into the work of the Junior term till a later period in the course.

Our text books are Reed and Kellogg's "Graded Lessons in English" and Powell's "How to Write." To the students, the latter seemed at first sight a very easy book; but as one of the class remarked not long ago, "I've had to study it harder than any other." The book abounds with pictures, somewhat juvenile in their character sometimes, but exceedingly helpful notwithstanding. The fact is, we need books designed especially for such students as ours, who, though young men and women in point of age, are pursuing, in many respects, the studies of grammar grades in northern schools.

Three months have been spent in the analysis of sentences as set forth in "Graded Lessons." Of course, the poorest Junior material cannot enter the Middle Class. Those, therefore, who undertake the analysis are all able to do fairly well; and can do the work in less than half the time the Juniors of previous years have required for its accomplishment, and this, though there has been more sentence-building than I have ever been able to secure before. The exercises in "Graded Lessons" are admirably adapted to the use of our Middle students, while I have always felt that they were beyond the ability of the average Junior.

With the study of text-books and the writing of exercises, there has been intermingled connected composition work. The work thus far has been, however, largely in the form of written exercises designed to illustrate the special point under consideration. These have been prepared almost daily, and the result, in some cases, is marvelous. It is interesting to compare the sentences now written with those produced by the same students last year. Then they wrote of dogs, cats, and "John;" now they tell of the formation of the earth, the solar system, the structure of the human body, and characters and events connected with English or American history.

For the remaining two months of the term, they will write compositions at least twice a week, and always from topics. One of the chief excellencies of "How to Write" is the stress it lays upon this point. The students have already shown a degree of facility in writing from outlines, and promise good work in the future.

My special aim has been to teach the Middlers how to use a text-book on grammar. In the Junior term it seems almost necessary to give oral instruction before assigning a lesson on any new subject. With the Middlers I have been able to pursue a different course, usually requiring them to study the lesson until understood, learn definitions, and by sentences of their own, illustrate the principle studied, all without explanation on my part. There was delay at first, but with the average student there is now good work. I insist on the committing of definitions to memory, for few of our students have sufficient command of English to make their own.

As in the case with the Juniors, some are excellent scholars, the majority are fair, while a few are very, very poor. I think more care should be taken in promoting from the Junior to the Middle Class, for unless the foundation-work, especially in English, is thoroughly done, the student is hampered ever afterward. If any course of the year is to be repeated, let it be the Junior.

I have never required so much from any Middle Class as from the present, nor has any done more faithful work. The majority have shown an earnest, painstaking interest in the sometimes dry details of the work, which deserves much commendation.

#### *Report on Natural Philosophy.*

*By Miss S. E. Wentworth.*

This year marks another advance in the possible value of the work in Natural Philosophy, in that it is to be hereafter a Senior study, instead of being begun by the Middle Class in February. The change will make the classes smaller, while the students will be older and more thoughtful, and their year of teaching will have developed in



them an ability for original thought which will make their work of far greater benefit to themselves. This being the transition year, there has been no class since February, but during the first half year the subject of Energy, as shown in the phenomena of Heat, Sound, Light, and Electricity, was studied as thoroughly as time allowed. The practical bearing of the various principles proved as interesting as useful. The theory at times seemed hard and tiresome to some of the class, but when the application was made, all the interest that one could wish for showed itself, and eager questions would be asked about facts which the students had never associated with any especial cause. Whenever possible, students were sent to the blackboard to draw simple diagrams illustrative of the principles about which they had studied, and some individual experimental work outside of the class room was asked for. The topical arrangement of the text books was followed, and as each subject was finished, it was reviewed from the analysis and followed by a written examination. We have used Cooley's New Physics, but it is not entirely satisfactory for our work. Much has to be omitted as too technical for our students, while a greater number of practical applications are desirable. As a whole, the record of the work done is good, and some of the boys have shown themselves original thinkers. As explaining the simple events of every day life, I am sure that to some of the class a new world has been opened, and if our crowded year's work gives but a glimpse into the wonders of the physical world about us, it opens a door which will never be entirely closed again.

#### *Report on History.*

By *Miss J. S. Worcester.*

Closely connected, as our pupils are, with many of the great events in the history of the country, and surrounded by ground on which famous battles have been fought, the study of the subject in which their fortunes have played so prominent a part is taken up with interest.

There are numerous stumbling blocks in the way of beginners; the new, hard words, the small command of English, the inability to grasp the idea from the printed page and to distinguish between the important and the unimportant, make the work slow at first. The lesson must often be read in class, important points marked, words explained, and places laboriously found on the map, before it can be studied. But by patient effort, helped on by the interest always taken in a new subject, stimulated by the stories of exploration and adventure, frequent reviews, written lessons, and examinations, the difficulties are gradually overcome, and much better work is done the latter part of the term.

Scudder's History of the United States has been recently introduced into the Junior Class with good results. The greater the simplicity of the language and the interesting way in which the story is told makes it much better suited to the needs of the school than the text-book formerly in use.

The Middle Class show the good effect of the half-year's training in the more intelligent way in which they study. Although the same faults are noticeable, there is a steady improvement to be seen through the whole course. The aim has been to fix great events firmly in mind, to accustom them to notice the relation of cause and effect, and

to introduce them to books from which they may fill out for themselves the somewhat scanty outlines learned in school.

Many knotty points in connection with the lesson, such as questions of generalship, tariff, the justice or injustice of certain acts of the government, etc., were discussed with much animation. The stirring poems of Holmes and Whittier, and Coffin's vivid descriptions have helped to give reality to the events of which they have studied. Their interest in the Civil War may be judged from the fact that within a few days of the time they began to study about it every book on the subject was drawn from the library, and the supply was hardly half equal to the demand.

The Senior Class, in the time devoted to Ancient History, can take only an outline of the Oriental monarchies, Greece, and Rome, which must necessarily be brief, and correspondingly unsatisfactory. The majority of these young men and women will never be called upon to teach it except it is connected with Sunday school work, yet the study is valuable to them in many ways aside from the mere knowledge of facts acquired, the broadening influence of a more intimate acquaintance with famous events and old time heroes, and the kind of literature it brings to their notice. Here, again, the lack of books of reference is a great drawback. The few volumes on each subject are eagerly seized, sometimes several days in advance, and most of the class must go without.

Considering the shortness of time and the obstacles in the way, the progress of the class and the results of the year's work are encouraging. If some knowledge of the way to study has been gained, if some of the great lessons have been learned, if a desire for good books has been created, the time has not been spent in vain, although much that is desirable has been left undone.

*Report on Moral Science and Political Economy.*

*By Miss Alice M. Bacon.*

The teaching of Moral Science in the school has its own peculiar difficulties as well as its peculiar interest. The special difficulties arise from the following causes: 1st. The lack of language on the part of students. They find it very difficult to limit the meaning of a word or to comprehend a familiar word used in an unfamiliar way. I have tried to make them frame their own definitions as much as possible in order to accustom them to the exact use of words. A second difficulty arises from the fact that the students have not been used to thinking at all upon abstract or metaphysical subjects. The little of theoretical morals that I have tried to teach, has been taken hold of only after very hard work on the part of teachers and scholars. Conscience, the moral law, the moral character of an action, these and similar expressions have required careful and repeated explanation and definition before they could be finally grasped and comprehended.

A third obstacle is the lack of a text book just suited to our students' minds. The book now in use is Wayland's Abridged Moral Science, but there are some serious objections to it. It is hard to find a book which will take up ideas suited to an adult mind and put them into language adapted to a child's vocabulary. That is the kind of book that is needed for our work. The trouble with Way-

land is that it is written for children's minds as well as for their vocabularies, and hence does not come up to the minds of our scholars. There is also this objection to the book, that the definitions and divisions of the work are not exact or strongly marked enough to make it altogether easy to teach. To overcome this difficulty the definitions proposed and accepted by the class and the main points of each lesson have been written upon the blackboard and copied by the students into their note books.

The peculiar interest in teaching moral science here lies mainly in the fact that you are leading the students for the first time to the study of their own minds. The students are all engaged in the task of exploring hitherto unknown regions in themselves, and the result is a lively and absorbing interest in the study that keeps every student eager and alert all the time. They become conscious of a new power as they see gradually unfolding before them a science drawn by their own processes of observation from their own minds. They are told that nothing must be taken on the word of the teacher, that their own minds, their own consciences must make the final decision in every case, and they work hard to reason out for themselves the belief which they have always taken for granted before, and then having found the ground of those beliefs, to follow them out to their logical sequence. All that the teacher can do is to guide them in their reasoning, to point the way in which they should go.

The work in Political Science is interesting but in some respects unsatisfactory. The boys enjoy it and take hold of it well, follow the arguments and remember the conclusions very creditably. The girls are doing much better this year than last, but naturally fail to take the same interest in political subjects that the boys do. From lack of interest they do not do nearly as well as their classmates of the other sex, though when it comes to any question of political morality the girls show a quicker understanding generally than the boys. The book used during the last two years has been Nordhoff's "Politics for Young Americans," but though the book is an admirable one as a text-book for scholars from twelve to fifteen, it does not prove to be quite what is wanted here. There is a lack of exact and clear definition and taking for granted that the reader already knows some things, which make the book better for use among scholars who have had the advantages of cultivated homes than for these students who have almost no general information to fall back upon. Note books have been used and definitions, explanations, etc. copied into them from the blackboard, but it takes a great deal of the student's time when the deficiencies of the text book have to be remedied in that way.

#### *Report on Geography.*

*By Miss Anna G. Baldwin.*

Heretofore the study of common school geography was dropped at the close of the Junior year, and what the pupils did not have in that class, they were obliged to make up as best they could for themselves. The hurried review taken by the Seniors as preparation for teaching, showed how necessary it was to have more thorough work in this subject, consequently a change was made this year, giving a half term's work in geography in the Middle class, and the results

have been much more satisfactory both to the teacher and the pupil.

The work now laid out for the Junior year is the first half of Guyot's geography—to Europe. Now that the time is lengthened, a change of text books seems desirable, for although the physical maps in Guyot's are excellent, the subject matter is meagre, and necessitates much additional labor in preparation on the part of the teacher.

Map drawing has been made a prominent feature of the work, particularly with the Juniors. The continents and groups of states have been drawn on the board and on paper, both from the books and from memory. Commercial maps have received particular attention in the Middle classes, some of whom have done very creditable work.

The principal faults of our students in beginning the study of geography in the Junior class are, inability to locate places definitely and to reason correctly for climate, products, location of cities, etc. In both of these particulars they have shown marked improvements.

In learning the physical features of the countries, moulding has been used largely, and maps drawn from the outlines thus made.

The Middle classes were required to do considerable reading in connection with their lessons, and books of travel and illustrated magazine articles were in constant demand for that purpose. The information thus gained served as a basis for composition work in the form of descriptions, letters and journals.

#### *Physical Geography.*

The first of February the Middle classes began the subject of physical geography. They have shown the most intense interest in it from the outset. Occasionally some of them demur at statements which seem to them so utterly impossible as not to be true. For instance:—After talking at length upon the solar system in what the teacher flattered herself was a very lucid manner and just when she thought even the dullest in the class must comprehend it, one of the pupils raised his hand and asked, "Do you expect us to believe all that?" Upon an affirmative answer being given, he replied, "Well, that may do very well here, but they would put us out if we tried to teach it in our country schools."

The firm conviction held by one of the teachers that we have a decided advantage in having pupils who are familiar with the tides, seems to be verified in this instance, for they have been unusually quick in grasping the theory given them, although at the same time they are not entirely satisfied, because "the book says the explanation is not perfectly satisfactory."

At the beginning of the study, it seemed as though the teachers had all the sciences to teach at once, for the pupils had no previous knowledge of physics, geology, astronomy or chemistry, but most of them have proved themselves equal to the emergency, and the term's work has been very enjoyable.

#### *Report on Reading.*

*By Miss Margaret Kenwill.*

In looking over the work of the year, preparatory to making this fourth annual report, we observe that we have encountered much the same difficulties and encouragements as formerly. We have not yet



found any means by which reading at sight may be taught in an hour to a pupil who has hardly seen the inside of a book before coming here; nor any art by which neat distinct articulation can be produced by immobile, inflexible lips long habituated to slovenly ways.

We still believe that the only royal road to reading is practice, practice, practice, and that to awaken a love for books is one of the surest means of securing that result.

On the other hand, the fact that the classes are filled from year to year with younger pupils gives encouragement for better future results. These show the effect of better training, and, besides being better readers at entering, have the advantage of more susceptible minds. This is already apparent in the Senior Class which has been said by a teacher who has daily opportunity of judging, to average higher in reading than any preceding class she has taught.

What the older pupils lack in susceptibility, however, they often make up in earnestness and zeal. In this they outrank their juniors. What is true of reading is true of other elementary studies, particularly of spelling and writing. Hand and lip and brain seems a curious contradiction of this fact that some of the best minds, some who are able to grapple successfully with a knotty question in political economy or like studies, are frequently so deplorably defective in these rudiments as to make it questionable whether they ought to be graduated. Along with knowledge comes the demand for the proper conveyance of it.

The work in the Junior classes has been similar to that of previous years. It has been under the direction of a teacher who has received special training for the purpose. Particular attention has been paid to learning words, to articulation and voice building. This has been supplemented by a month's drill by a specialist—Miss Rankin of Brooklyn, N. Y. The following are the reports of Miss Chickering and Miss Rankin.

*Miss Rankin's Report.*

I came to Hampton Normal and Agricultural Institute for one month to give special training in lung strengthening and voice building. I have found in all my classes, with the exception of the Senior, that the pupils were inclined to be hollow chested and to confine their voices too much to their throats, and to use the lips slowly, so that they were often indistinct in enunciation. I have tried in various ways to make the lips flexible, and to enable them to obtain a neat, quick, ready action of the jaws, lips, tongue, teeth and palate.

The pupils were anxious to improve, quick to respond and desirous to please, so that I found my labors lightened by the pleasant manner in which each class obeyed my directions in each exercise.

I have found my heart filled with affection day by day, and I have been conscious that my pupils were calling forth my best and most enthusiastic efforts, because of the child-like trust and earnestness of their nature. Having had eight year's experience as a teacher of elocution, in many large seminaries in our Northern cities, I say with pleasure that I never enjoyed classes more nor found more appreciative and eager pupils than I have done in Hampton.

They have done good work during this month and have now reached a point where I am sorry to leave them.

It is with a feeling of deep regret that I shall look upon their bright and familiar faces no more, and earnestly trust that I have done them all good, during the weeks I have been among them.

I have had to work harder with my Indian pupils than I have done with my colored pupils, yet I have been rewarded for all the efforts I have used to awaken and hold their interest. They are observant and keen in wit, and very affectionate and willing to obey, after a teacher has won their confidence and esteem. They are very amusing in their originality of remark and anxious to do their best to please a teacher who shows them the desire to do them good.

I leave one and all with a feeling of happiness that I have been among them, and sorrow that am to know them no more.

I have met with kindness and courtesy from all the teachers whose classes I have had during these weeks and I thank them all for their assistance in my labors.

*Report of Junior work by Miss Chickering.*

In a school like this where time is so precious, and where every hour should, if possible, show a gain in some direction, the question seems to be always, in every branch of study, what is the quickest way to attain desired results? In the department of reading the question takes this form: In what way can the student soonest learn to articulate distinctly and to read intelligently?

No better system of teaching articulation can be found than that given by Monroe, as we have it in our charts. This system is used in teaching the deaf and dumb, and their organs of speech are certainly more inactive than those of our students. Teach the student the sound of the letters, especially those letters difficult to pronounce, such as, r-d-t-b-etc. Daily practice in words containing these letters is also to be recommended, and is, in fact, necessary. The exercises given by Miss Rankin are also good and have produced good results. Greater interest has been awakened, and I have noticed with pleasure that the students have tried harder to overcome these faults of speech. These exercises should be practiced daily for perhaps ten minutes, together with certain other physical exercises. But after we have finished the exercises we take up our reading books and how do our Juniors read? In the highest section the reading is fair—comparatively few words are miscalled and, as a rule, the reading is distinct and intelligent. During the greater part of the year the sections have been too large. When we are teaching children to read we expect them to have a chance to read every day. Our scholars when they come here, have most of them read less than children in our primary schools, and consequently need practice day after day, month after month, year after year.

And they must also have something to read which will interest them. They are too old, most of them, to enjoy children's books, yet they must have ideas clothed in simple words. The text books usually neglect this, in most of them the ideas are childish and the words large, just the reverse of what is needed. For instance the books tell us that "the King was clad in plain habiliments." In speaking of some runaway geese that had been brought back, the same selection reads "the geese were once more congregated on their allotted territory." The students all seemed interested in history. If



some simple book could be introduced to supplement the "Boys of '76" it would be a good thing. To inspire the pupils with a love for reading so that they would be likely to read outside the class room, would be to make a good beginning in this rather uphill work.

The work in the Middle class has varied, somewhat from the course pursued formerly. The regular text book has been Dickens' *Child's History of England*. This has been used on the days when the classes were full. When the classes have been smaller on the work days of the Section, more time has been given to individual students and to the study of elocution as usually understood. Speeches of great orators and poems of great writers have been chosen with reference to the tastes and needs of the students.

While not forgetting, in reading history, that the primary object was to learn to read, in order to show intelligent reading and constant attention, as well as to gain some knowledge of history, the students have been required to make topics and to hold themselves ready for frequent reviews and occasional examinations. The results have been most satisfactory. A very intelligent familiarity with English History has in most cases been acquired. The interest and enthusiasm in the vivid narratives of Dickens has been unflagging. Their horror at the atrocities of Richard III and Henry VIII, their wrath at the tyrannies of kings and the oppression of the people has been a measure of their civilization and an illustration of the democratic principles. Their sympathies are quick. They have been interested in the stories of Prince Arthur and Joan of Arc. When asked in review to name the character they most admire or the story that has most impressed them, the chorus is loud for the "Maid of Orleans."

The Senior class began the year with Shakespeare's *Julius Caesar*. The enthusiasm kindled was sufficient to carry them over several weeks of rather tedious technical work which followed. The question is sometimes asked, Do the students understand or appreciate the play? There can be no doubt of the appreciation in the sense of enjoyment at least, and but little of their comprehension. Almost every question asked on the meaning of the text found an answer in the class. Of course not from every member, but always from one, often from several.

The text book used this year has been "Brooks' Elocution and Reading." This was chosen partly on account of the full and excellent "Manual" with which the book opens. The definitions are precisely what the student will need in his work, for suggestion and methods. The book contains beside much valuable matter which will be found useful for furnishing selections for recitation, and school exercises.

Beside the work already mentioned, the class has studied Lowell's *Present Crisis*, Goldsmith's *Deserted Village* and selections from the *Merchant of Venice*. These have received a careful literary analysis as preparation for the elocutionary analysis and for the correct rendition of the piece.

The students have had frequent drill in physical and vocal gymnastics calculated to develop and strengthen the organs of speech. Constant attention has been given to the thought of the piece, to secure intelligent reading. A pleasant exercise on the meaning of words

has been a reponse to roll call with a word and definition, a word correctly used in a sentence or with two or more synonymous words. Sometimes this has been varied by responding with a fact or a famous name in their history. Sometimes with a quotation or the name of an author.

I have found my work made easier and much more satisfactory from having had, this term, a pleasant airy room which has belonged almost exclusively to the reading classes. This has made it possible to arrange exercises on the black board before the arrival of class and to have the use of the vocal charts.

I have great hope that the year of experience in teaching which future classes will have before graduating, will raise the standard of reading, by stimulating them to greater efforts as they realize the importance of becoming perfectly qualified in this fundamental study.

### *Report on Spelling and Writing,*

*By Miss Anna E. Kemble.*

If spellers are born, some of that fortunate class would certainly find their way into this school; but upon questioning the good spellers among us, of whom there are not a few, I find they have had training in good schools where written exercises were frequent, and most of them began going to school when young.

Our poorest spellers are those who have had the poorest advantages, and these in schools where written exercises were not required.

In many cases, even oral spelling was omitted, and when it was given, small words of every-day use received little attention. Consequently many have formed a habit of mis-spelling small words almost impossible for them to overcome.

So strong is this habit with some that I have known many pupils to write a word correctly twenty times, and then to go back to the old way in a few days, if the word occurred in some lesson where writing was not the leading feature.

The class who entered this year are much better spellers than those of five years ago—This is probably due to their freer use of books, and the increase of better prepared teachers in the field.

We are still combining the spelling and writing, a method with which most teachers are familiar and which we adopted with a great measure of success three years ago.

The lessons are made up from the new and hard words in the class studies—geography, history, reading &c., and from lists of words taken from Swinton's Word Book.

The mis-spelled words from the written examination frequently make a profitable lesson. Just here I would say that the lowering of the students' average on account of mis-spelled words in all examinations throughout the school has been one of the greatest helps to the spelling teachers.

At the beginning of the hour, about five minutes is given to the drill and analysis of letters. The improvement in the handwriting of the class after copying the Spencerian written lessons from the board on space-ruled paper for even a short period is very remarkable.

Since a word is of no use to a pupil unless he knows how to use it, and a clear idea is not received by a dictionary definition, words are defined by use of them in sentences.

From observation I am led to believe that careless pronunciation is one of the causes of bad spelling; not that all words are spelled as pronounced, but many are. The pupil who pronounces seriously *ser-e-us-ly*, naturally spells it *ser-e-us-ly*. Those who leave off consonant sounds at the ends of words when speaking leave them off when writing. This is a proof of the need of oral spelling with clear and distinct pronunciation, which we give often by oral reviews. I have sometimes thought a reading class would be a good place in which to teach spelling.

To conquer the spelling of the English language with its many variations is no easy task. And considering the lack of opportunity that many of the students have before coming here and the short period in which spelling is given as an especial study, we have every reason to be hopeful.

To stimulate the interest, a spelling match has been arranged to occur the last of the term, in which a prize will be awarded the successful competitor.

I would suggest that some good modern speller containing words met with in ordinary reading, and *diacritical marks* to aid in pronunciation, be put in the hands of members of the Middle Class. This would give us more time, which is greatly needed, for drill in pronunciation, and in the use of words in sentences and for teaching to some extent the derivation of words with use and meaning of suffixes and prefixes.

#### *Report of the Cooking Class.*

By Miss Bessie Morgan, in charge.

Thirty-five Indians and an equal number of colored girls have received instruction in the cooking class this winter. They have had practice lessons entirely and have made good progress. They are, with few exceptions, fond of cooking and enjoy their lessons, the old theory that the colored people are "born cooks" having perhaps some truth in it, though they are inclined to season their food too highly. Many of the Indians had to struggle against the disadvantage of not speaking or understanding our language, but even the most advanced among them are not much inclined to ask questions or feel an interest in knowing why things are done in a certain way. They are intelligent, and with little learning I believe will make excellent cooks and housekeepers.

The classes have averaged 7 each, the Indians cooking from 10 a. m. till 12 m., the colored from 4 to 6 p. m. Each class has one lesson a week. Sessions are given from Jan. 1st till May 1st.

#### *Report on the Butler School.*

By Miss E. Hyde, Principal.

We have enrolled at the Butler this year 360 children; for this number of pupils we have had six teachers, two of whom are residents of Hampton. In the highest class, under Miss Bentley at the training school, are five or six applicants for next fall's Middle Class; in the highest room at the Butler, we have had about sixty children, every one of which passed his or her Junior examination last fall. We have had an older and more difficult class of pupils to deal with this year,

as they are not allowed to enter the Normal unless they can enter the middle class. There has been very little sickness among the children and the average daily attendance has been higher than that of any previous year. Our school was as usual free the first five months, (from October to March) since then it has become a pay school, at ten cents a week and every third child in the family coming free. This has brought the numbers down to less than two hundred pupils; these will gradually drop off as the weather gets warmer, and there is work for them to do in the fields. It is not an unusual thing to have a child stay out one day in the week to earn money to take him through the remainder. The twenty-four boys and girls in the Kitchen Garden Class have completed the course of lessons usually given to that class, and are now ready for review and supplementary work in house-keeping. A new feature of the school is the girls' sewing class under Miss Bentley and Miss Grace Hyde. Although having only one meeting a week, the girls have made great progress. I have been surprised at their interest in the work; they are constantly begging for an extra hour and are impatient if the weather necessitates a postponement. One of the first exercises was a lesson in darning; they were told to bring their stockings, but these were found to be in such a condition that they required the work of an expert rather than that of raw recruits, so they were furnished with other material upon which to take their first darning lesson. One small child brought me a brand new stocking and asked me to cut a hole in it for her. I had a suspicion that the only other pair she owned was on her feet. One girl of fourteen, who has full charge of her father's house, two older brothers and a small sister, sat quietly darning away on a big hole. She always looks so neat herself, that I had rather taken for granted that she was an expert with her needle, so did not look at her work until the close of the hour, when to my dismay I found that she had two layers of stitches and had begun a third, but they were merely laid one above another without being woven in and out at all. I asked one child what she did when holes come in her stockings. She said "O just wear 'em." I am glad to report that at the end of three or four lessons, they all knew how to darn. At present they are very much interested in aprons, which they are to have for their own, when completed.

In closing I would say that next fall we shall need an extra room; our rooms are too crowded to allow the best work to be done. I am very anxious to have a room nicely fitted up, in which the older girls may be put and given the best chances. Through the kindness of Mr. E. Thompson Gale of Troy, N. Y., who presented the Butler with a check for a hundred dollars, we shall be able to fit up a room in the east wing of the building. The next step is to make application to the county for an extra teacher.

### *Practice Teaching.*

*By Miss Hyde.*

The lessons given this year by the Seniors to the Training School children have proved the wisdom of giving methods during the middle year. As a whole, they have excelled in originality and excellence the lessons given by any previous Senior class.



There are four grades in the Training School, the lowest class consists of beginners of about six years of age, the highest of pupils who hope to enter the Middle class next fall. This gives a variety of teaching and probably covers the ground found in a majority of the schools taught by our graduates.

Thus far the Seniors have given lessons in reading, spelling, language, composition, writing, drawing, number, arithmetic and geography. I hope before the close of the term to have each Senior spend an entire day in the Training School, thus getting an idea of the management of a school as a whole.

#### *The Middle Class.*

The Middlers have had Practice Teaching since February. As they are to go out to teach at the close of the term, I feel the necessity of taking them on in the work as rapidly as possible. Of course they will not be able in half a term to cover the same ground that the Seniors have in a year, and they will have to take their practice and work out their methods in their own school without having had the advantage of the Training School and its criticism; still, as a class, they seem to be very much in earnest and many of them, I am sure, will do first-rate work in the school-room.

The institute to be held after commencement, which is to be conducted by Mrs. E. L. N. Walton, of Massachusetts, will be opened to both Seniors and Middlers, so that they will go out to their work with new ideas and renewed interest.

Instruction in Political Economy, in the Science of Government, and in topics of general interest, is given by the chaplain, Rev. H. B. Frissell. See his Report herewith.

#### REPORT ON INDIAN SCHOOL.

*By Miss Josephine E. Richards, in charge.*

Hampton Indians at present number 125; 74 boys and 51 girls, including two babies. These are representatives of eleven different tribes, by far the greater proportion being Sioux. Two girls also are in Massachusetts.

This has been a year of great change in the school lists, partly from the fact that the three years' course of some of its Indians expired last fall, and others were brought on to fill their places; partly because the Government is now ready to support 120 instead of 100 pupils, as heretofore, which further increases the new arrivals, while sickness and delicate lungs cause many to be returned who had been with us but a short time. A party of 13 Omahas arrived in August. In September the Rev. Mr. Gravatt, and one of the lady teachers, escorted 25 to the West, and brought back 29. Since that time 12 have been sent home on account of ill health, and 8 for other reasons; 2 have left on their own responsibility; 7 have died. During the month of April, 5 came to us from Crow Creek, and 12 from Standing Rock, Dakota. The plan is that about July 1 a dozen should return to the West, and during the summer and early fall about 12 Omahas, and 12 Sioux should be added to our number.

The interest of the year of course has centred very largely around these out-going and in-coming parties, watching the progress of new

comers, listening eagerly for reports of those who have gone back to their old homes. There has been very much of hopefulness in both aspects. As we look along our line at the West, from Fort Berthold in the Northern part of Dakota, to San Carlos Agency in Arizona, at many points we see our boys and girls doing good service in the field.

At Berthold, to be sure, the few sent back last summer and fall have not done much to combat its barbarism and heathenism, though we have heard of one of the girls as assisting in the Fort Stephenson School. Two of the girls seem to be at home, and the boy has worked a little at his trade and now talks of farming.

The same must be said of San Carlos, where the helps are small and the temptations of Indian life and army life are very great. Of the three who returned, one has followed his trade; another purchased a wife we hear, but is interpreter at the Agency. The third seems wholly an Indian again. The two Pimas seem doing well.

Of the seven taken back to Standing Rock, Dakota, all with but one exception, from the reports of Agent McLaughlin, have made an excellent record. One of the two Cheyenne River boys is also there, acting as herder, in charge of some 600 head of cattle. At Yankton, one boy is working at his trade of shoemaker, another is teaching in the Government School. "They wonder how they got along without him" says the Rev. Mr. Cook. One of the girls who has married, is assisting her husband in his school near Pine Ridge Agency, far from her friends, yet happy in her home and her work. "I did not think I could be so brave," she wrote to her teacher. Two of the girls have been inclined to be wild, but latest accounts are more reassuring. Almost all taken back to Crow Creek and Lower Brule Agencies, (also in Dakota,) had proved unsound in health and had been with us, some only a few months, some a year or thereabouts. Nevertheless, a teacher visiting Lower Brule last Fall, writes, "I counted fourteen Hampton students in the little church, not one of whom I was ashamed to own." Two of our most promising boys spent the summer at Lower Brule, and after proving themselves very efficient helpers and teachers there, returned for further instruction, one bringing a sister, the other a wife.

Two of the Crow Creek pupils have not spoken well for the school.

The three girls taken back to Indian Territory are all at school. John King is doing well as a clerk. Alford and Murie are still teaching. Very pleasant testimony was lately borne to the fruit of Hampton's work in the Territory by Franklin Elliott, a member of the Society of Friends, who places it in the foremost rank.

Of the two Winnebagoes who went home, one has died, the other it is feared has gone back to Indian ways, but we hope to have her here again, as she was quite young.

Of the 34 sent back since last Spring who had completed their three years' course, our estimate is that about four-fifths are doing creditably, some of them admirably. [For results as a whole and for further particulars see Gen. Armstrong's Report.]

Here the progress of the new students has been very encouraging. In the main they have been very faithful and eager to learn, and very quick in adapting themselves to their new surroundings. The methods used in teaching them in the classes will be gathered from the reports of the teachers.



The Indian classes average about thirteen pupils. This small number calling for a larger corps of teachers than would otherwise be necessary, allows much more attention to each scholar, and lessons being prepared in the evening study hour, each teacher can give all her energies to the recitation in hand.

The Indians in the Normal School have two work days, those in the Advanced Class of the Indian School work on Monday, while six are voluntarily Work Students, and attend the Night School. Three of these are there for a second year.

From the shops and the farm where they are trained to use hands as well as heads, comes a favorable verdict. "Less friction than ever before," says the head of the Training Shops; "the quality of the work also better, its quantity about the same as usual." A similar result of the year's work is found in the Shoe shop, making it on the whole the most satisfactory of any year. In the Printing Office the Indian boys have been faithful to their tasks, and anxious to perform them to the best of their ability. Everywhere the sickness of the year is referred to as having interfered with the actual work accomplished.

The plan of throwing the boys on their own responsibility in their cottage life has been continued. A great deal has also been done, as may be seen from the Report of Mr. Talbot, to wake them up morally and intellectually and to stimulate them, not only to self-help, but to interest in each other, and in helpfulness to those who have just come.

It may be noticed in the reports of the workers at Winona, that its arrangements differ in some respects from those often adopted in boarding schools, and that there is about them very little of purely institutional life. Instead of long dormitories, put in order at the beginning of the day, and only visited afterwards by inspectors and guests, each room is a little castle for the two or three girls who occupy it. Here in leisure hours they can read, write, sew and receive their friends, while the little ones have many a nice play with their beloved dolls. In this way too they learn that putting a room in order in the morning, and keeping it in order amid all the vicissitudes of the day, are two quite distinct things. The same principle holds good in the making and the care of their clothes. In the Laundry they are taught to wash and iron, but it is not clothes in general they are to labor over; each one has her own particular pile, and knows every step of the process from collecting the soiled garments in her room on wash day, to laying them away white and smooth in her bureau drawers ready for use. Surely this is good practice for the little Indian housekeepers of the future. Even in the purchasing of their dresses, hats, and minor articles, the older ones are allowed considerable scope. Their judgment and taste are thus cultivated, and the value of money is learned.

In the Winona Dining Room, as at Virginia Hall, rules of absolute silence are not enforced; the aim is to put down anything rude or boisterous, but to make the room a bright, cheerful, home-like spot. To preserve a happy mean between restraint and lawlessness, to thaw out the true Indian shyness and silence of new-comers, yet at the same time to bridle the little tongues of the over vivacious, is not always easy, but the success already attained is cheering.

The beds are hard, the fair is plain, yet in the utter contrast between a great building like Winona Lodge, and a little Dakota cabin, the thought may arise, will not the newly acquired ideas of order and cleanliness be left behind with the spacious halls and long corridors, as something belonging only to them? And just here step in our Indian Cottages, showing that in the least as well as the greatest, Heaven's first law may be carried out. Two of these Cottages have been built and occupied for more than a year; two more are building, and from New Orleans comes the kind offer to install yet two more families in Hampton homes, with an eye to caring for them also when they return to the West.

There have been in all nine married couples here this year; two were obliged to go home on account of the delicate health of the husbands. Another family, father, mother and little boy, left this spring, having nearly completed their course. They, with one other couple, were the first to come, and having watched their progress from beginning to end, we cannot but feel that in this instance at least, the bringing on of families has proved a beautiful success. After learning to keep a tidy room on the ground floor of Winona, they were promoted to a little house of their own. Last summer they drew rations from the Diet Kitchen for their breakfasts and suppers. This Fall \$1.50 a week was given them, besides their flour, that they might do their own marketing for these meals. The husband learned the carpenter's trade, and made very fair progress at school; the wife was sometimes kept at home to care for her child, yet was an excellent scholar, while the little boy, as he learned to talk, spoke only English. Not only for this life but for the life to come, we trust Hampton was a Training School for them, and they returned to the West confessed disciples of the Great Master.

Another Omaha couple has moved into their vacant Cottage, and it is interesting to see how, having a house of their own, seems to develop the girlish, rather flighty, young wife from a child into a woman.

The course of true love does not always run smooth with our Hiawathas and Minnehahas. Caudle lectures seem not unknown even in Indian tipis, only in our experience Mr. Caudle is always the lecturer, and the assistance of the teacher is sometimes invoked by the liege lord in the request, "Please talk her;" but on the whole, Hampton's experiment with married couples is full of encouragement and cheer.

It was pleasant to note the growth of modern thought in the History Class one day, when after studying an illustration of "Ye ancient times" among Indians, where the chief was taking his ease at the door of his lodge, while his wife toiled at the fire, the boy who had been reading remarked—"Give him Zero." It was pleasanter still to see at Winona a young brave whose wife was unable to sweep the Assembly room, her allotted morning task, arm himself with broom and dust pan, and with head protected with a blue veil proceed, quite of his own accord, to discharge her duties himself.

This work for Indians oftens calls for all the tact and patience one can muster, yet there is something about it which wonderfully stirs the sympathies and enthusiasm of those who enlist in it. It was hard to resist the plea of an untutored brave, fresh from camp life to our Chaplain—"You know about that Man came down from Heaven to be kind to people? I hope you kind to us."

*Report on English.*

By Miss Laura E. Tileston.

English is one of the most interesting classes we have with the Indians. They are all eager to learn, but being ready to *learn* does not always mean ready to *use* a word, and it is not unusual to "Stand awhile on one foot and then awhile on t'other," while the noble Red man calmly makes up his mind about answering your "How do you do?" and there is no need to try to keep cool, for a chill of uncertainty creeps up and down your back bone as you consider that he may decide not to say it at all. Still, they are very interesting to teach, and this year the Classes which recite in five Divisions in English, as in other studies, are unusually well graded.

*The Fifth Division* is the lowest. Boys 14, Girls 13, and is subdivided, the girls and boys reciting separately. The teaching for the first half of the year was simple words, names of common things and acts. It was done of course, in the case of things, by object teaching, and the actions were acted out, often to the great amusement of the class. Now they can use these words in short sentences such as "Please give me some chalk." "I can open the door," etc. The ages of this Division range from eight to twenty-two or three years, but they work together well and some have learned rapidly.

In the *Fourth Division* of 14 members there has been remarkable progress. Most of them are boys about 16 years old, who came July '84, and several, three months ago, began to use "only English" and succeeded in speaking it for five or six weeks. By the Fall, when the school year began, they had learned the names of the things about them and could ask for different articles of food or apparel very well. The first three or four months was devoted to Adjectives, Adverbs, Prepositions, Pronouns and the Past and Present forms of Verbs. These were taught in the class, written in sentences on the board, etc., until they could combine them themselves. How much these boys knew when they came, we are not sure, as they spoke Indian always and seemed to understand very little, but now, after 6 months, they can carry on a fair conversation and understand so well that the teaching has been turned into primary lessons in geography. Long words are a great delight and even circumference and diameter do not stagger them. Funny mistakes continually happen from our attempts to act out a meaning, as for instance, in showing an Island with the sand board, the wish to use "surrounded" called for an example of its meaning. The most convenient material was the class, and the teacher was soon standing with a circle of eager, laughing faces about her; everything seemed perfectly plain. "I am what?" she said. The answer was ready "Surrounded." "By what?" "Boys" or "Indians" came again in lusty tones, while a little girl suggested faintly, "You 'fraid?" Then all returned to the sand. "This is what?" pointing to the miniature island. "Land!" said the class. "Surrounded by?" "Boys!" with a shout of perfect confidence of saying the right thing; surely a new definition of an island.

*The Third Division* of 11 boys and girls, understood quite well but spoke very little English at the beginning of the year, and have spent the greater part of the term in correcting the habit of *not* using the words which they knew. To bring them out at first a sort of

game was invented where questions and answers were written on cards and learned. Sometimes a call on the Dr. was represented, one playing doctor and others coming in to complain of head aches, ask for medicine, or get excused from some duty on account of illness. Now they are having conversation lessons which will familiarize them with the different parts of verbs, and use of the first, second and third person, both singular and plural. These conversations they write in blank books, and memorize, so gaining confidence in themselves and their English, and most of the girls belong now to the English speaking clubs.

*The Second Division* work is still more advanced. Most of the children can speak and write very good English and have had an excellent drill this year in composition and letter writing. Subjects for composition were sometimes drawn from a picture lesson, sometimes an object, and often a story was read aloud and reproduced from memory. At present they are studying U. S. History, which gives them excellent practice in telling a story, for they are interested enough to wish to talk, and the teacher has a chance to correct mistakes in their use of our language.

*The First Division* numbering 17, stands at the head in the course, although in reality they do not speak English as much or as well as the 2nd division; but they are much older, and quite able to understand and use the grammar used in the Normal classes. They have devoted most of their time this year to the verbs, learning the Principal Parts, Mode, Tense, etc. Tense seems the hardest, and with some it is impossible to stick to either the Present, Past or Future in a sentence of any length, while such an example as "Last summer I go New York, had seen too much houses," is not uncommon. But they are improving, and will be able to enter the Junior Class and do better work next year, than if they had not handled this book and made their many blunders now.

And so, as we go through the five divisions, we find the plan of work carried from words to sentences, conversation, composition and finally construction.

The English speaking outside of the class room has been very fluctuating, although the wish to *try* to use it has been better than ever before. Rules have been made allowing them the use of their own tongue before breakfast and after supper of each day, and all day Sunday, but no severe punishment has been given if these rules were unheeded and Indian spoken out of school. We have rather tried to have English a voluntary effort and offered prizes for its use. Little star pins are given at the end of the first week, and if kept for four successive weeks an eagle is given in its place. The number who have worn the star at one time has vacillated between 15 and 40. The general spirit of helping each other is good; one of the boys said "These new Indians learn English very fast; when I first came here if I try to speak English old boys laugh, but now not that way, we teach these boys and help them all times, and that makes encourage." In addition to this, the girls have a Fancy-work Class which meets once a week. Materials sent in answer to our letters in the *Southern Workman* and *Christian Union* have been made into many pretty things for the girls' rooms, and rewarded them for an extra effort, for they cannot use Indian from Monday morning until Saturday night. There are ten regular members, and twenty have been in the class at one time.



*Elementary Branches.*

By Miss Harriet A. Holbrook.

The question first asked by nearly every visitor is, "Compared with colored pupils what would you say of the ability of the Indians?" And when that fails because of lack of experience with the colored race, the query comes with regard to their whiter brothers.

Comparison is almost impossible. Years of experience in teaching white children seems to be of little value in working with the Indians, for the latter often are men and women, and resent methods used for the former, saying, "That *baby*!" Consequently methods and work with the Indians must be essentially different and original. White children begin with not only some small idea of number, but also a fair command of English with which to tell what they know. Indian boys and girls come here, many having no knowledge of our language, and they must learn what they can from signs and by constant repetition. One can have little idea, till he has watched the struggle, of the difficulty in grasping new ideas through the medium of an entirely new language.

Number is perhaps the easiest subject for beginners, as there seems to be something tangible for them to seize upon; the objects are there—they can see them. But with combinations—there is the difficulty. A man who had tried hard to overcome subtraction at last had help in his own language from a girl who had conquered the English. As light dawned upon his beclouded mind, he exclaimed, "No wonder the colored boys learn faster than we, they understand what the teacher says to them."

Geography is interesting to them; they enjoy telling about the mountains, rivers and prairies which they have seen. No need to teach them to observe the objects around them, as so often our children must be taught. They are delighted to learn of those who live in other countries, their appearance, habits, and manner of living; and are always interested in the different people with whom they are brought in contact. Those farther advanced have much difficulty in gaining ideas by themselves from geographies and histories, even from the simplest text books that can be found. What would be perfectly intelligible to our children is simply Greek to them, the words not being those they would commonly use.

Working day after day at their reading, repeating, "See the cat," "I see the dog," and like inspiring sentiments, makes one long for a set of readers written expressly for the Indians, giving facts worth remembering, and with stories which they can comprehend, and which interest them. Books written for ordinary school use are either too hard, or else so childish as to make it dull work for pupils as old as many of them. Yet in spite of the dullness, their interest seldom flags and in course of time their patience is rewarded.

Our language is hard, undeniably, and words in most common use are perhaps the hardest to understand. "What that word *had* mean? I not know," said a tall Omaha. Which proves another stumbling-block. Alas, that English should be such an unexplainable language.

*The Advanced Class.*

By Miss Cora M. Folsom.

An entirely new feature of our Indian school this year has been what we term the Advanced Class.

The Indian cry is ever for school all day, but the industries being considered quite as important, the hands have hitherto had to share the day equally with the head.

This year, after the return of four of our former students from Dakota, the number of applicants for "higher education" became so great, that a new plan was deemed necessary, and an exception made in their favor, allowing them a whole day of school with a long evening study hour, and only one day of work, that day being their holiday. This would seem hard, only that it was their own desire, cheerfully undertaken and bravely carried out.

The members of this new class had all finished their term of three years. Some had been home and there served a time as teachers,—and because teachers, also preachers—one young man in particular having formed and taught a camp school of fifty-four scholars, besides conducting the Sabbath services. All are looking forward to a life of similar service among their people.

In this class of twelve members—eleven young men, and one girl of sixteen—the average age is twenty-two years, the youngest being nineteen and the oldest twenty-seven. Four have wives here with them.

In every case the Indian, when he came East, knew nothing of the English language nor much of civilized life, but being a man—in years, at least—he was earnest and persevering, even while he saw the younger ones leaving him far behind on the "white man's road." Being so backward in English, these men could not this year enter the regular normal classes of the other department—although in thought and understanding they are far above the average. No one is especially brilliant as a scholar, but all have a steady, honest purpose, and are earnest in preparing for the life which they have chosen for themselves.

The religious work at home will be mainly in the native language, but the English will be all-important in their work as teachers and leaders among their people. Grammar, geography, arithmetic, U. S. history, natural history and all other studies are taught with this thought ever on the teacher's mind.

The Indian is naturally religious and readily takes the religion of Christ to himself as soon as he understands its teachings, but the English Bible is to him a sealed book for a long time. Those who have been home and undertaken to teach others from this Bible have found how great was their need, and have come back urgent in their request for further instruction. Most of the class are looking forward to being at least catechists or possibly clergymen among their people; hence they have been given the ordinary theological studies in their simplest forms—Bible and Church History, Christian Doctrine, and kindred subjects being put into the simplest English possible. The Rev. Mr. Gravatt has taken the class once-a-week and helped us over the harder places.



Every afternoon at the opening of school, this class meets in their recitation room, and each takes his or her turn in conducting the ordinary opening exercises, concluding with an extemporaneous prayer in English. This, though hard and attended with many stage-frights, has been a great help in giving confidence and practice where it is so much needed. Another great help has been our habit of committing to memory certain of the Psalms and selections from the Gospels, and repeating them daily at our opening exercises.

Where an interpreter is needed, a member of this class has been employed when practicable. One of these boys has interpreted for me very acceptably all winter for a large S. S. class of new boys. On one occasion, while interpreting the vocation of St. Matthew, he was asked if he could explain the word "tax," and proceeded to do so, making the future disciple a collector of "little nails."

Abundant opportunity for practice teaching has been given this enthusiastic class during the winter by the illness of teachers. I think they have made the most of their chances and done themselves credit.

Having had these young men in my classes since they first came in blankets and long hair, I have had the best of chances to watch their development in every way, and find it as wonderful as it is interesting.

This summer some of this class will return to their homes, while others will remain to take the regular normal course.

### *Natural History and Botany,*

By Miss Elaine Goodale.

These studies, as taken up by the Advanced Class, have been a somewhat new feature of the Indian school this year. The idea has been, not so much to teach systematic Botany and Zoology with their complete nomenclature, for which our students are scarcely prepared, as to correct crude or false notions of animal and plant life, and to encourage habits of exact observation.

The keen eye of the Indian, and the intimate acquaintance with all out-of-doors with which we are apt to credit him, would make this lesson, one would suppose, both easy and interesting. Experience seems to show that he does not find it so easy as he anticipates, and that his teacher discovers in him both a surprising ignorance and unexpected knowledge.

Occasionally some piquant disclosure concerning the habits of beaver or turtle gives a zest to the lesson, and again an absurdity or mere superstition, clung to with at least equal tenacity, tries the teacher's patience to its utmost. As might be expected, they know what they can see rather than what they have to think about. As regards the various respiratory organs, for example of birds, fishes, insects, an entire absence of knowledge, or even of apparent conjecture, is discernible!

Specimens, both living and preserved, have of course been used as far as practicable, and occasional raids upon the barn-yard or green-house, or excursions in woods and fields, have created a diversion, if nothing more! Their examination papers have usually showed good memories, and some of the drawings made upon the black-board have been both amusing and excellent.

*Indians in the Normal Classes.*

By Miss Helen W. Ludlow.

There are twenty Indian students this year, ten boys and ten girls, in the regular classes of the Normal school. Ten are Sioux and one Arikaree, from Dakota; four Omaha and two Winnebago, from Nebraska; two Sac and Fox and one Absentee-Shawnee from Indian Territory. Four are full blood Indians; the others of mixed parentage, English or French, and in one case, Negro, on one side. Most of them knew a little English when they came; fourteen, however, so little that they had to spend from one to three years in the Indian preparatory classes, and eight have practically learned all their English here. Eleven are in the Junior class, four in the Middle, and five in the Senior class, graduating this year.

They are, for the most part, keeping up well with their respective classes. The very fact that they can enter the regular school and pass from grade to grade with no more special help than can be bestowed by its teachers upon individuals in their large classes, shows, of course, that they are, on the whole, good material. An examination of each in the various studies, reveals however, interesting points of difference and coincidence which seem to give a basis for some generalizations. This will be clearer, thrown into the tabular form, perhaps, as below. The averages of proficiency classify themselves rather strikingly. I would explain that each per cent. is calculated from the Indians taking the study named, and the first column is included in the second; so that the per cent. of Indian students falling below a class average may be found by subtracting the second figure from 1.00. By class average is meant the average of the whole class or section, colored and Indians together.

	<i>Above Av.</i>	<i>To Av.</i>
Writing and Spelling (Juniors and Middlers.)	.53	.73
Arithmetic (studied by all.)	.40	.50
Book keeping (Seniors.)	.40	.60
Physiology, (Middlers, this and last year.)	.44	.77
Nat. Phil. (Seniors.)	.40	.40
Geography and Physical Geography (Juniors and Middlers.)	.33	.80
Natural History (Juniors.)	.18	.55
English (All.)	.30	.60
Reading (All.)	.05	.30
News of Day (All.)	.15	.15
Political Economy (Seniors.)	.20	.60
Outline Study of Man (Seniors.)	.20	.60
Moral Science (Middlers.)	.25	.75
Practice Teaching (Seniors and Middlers.)	.22	.44

The report of each student by each teacher was made separately, and the per cents made out for one class after another as it happened; by no means in the above order into which, on a general view they classify themselves. A glance at them suggests the fact that the Indian may do well in studies requiring observation and perception and manual dexterity, and in those requiring reasoning powers, if

they do not demand much expression in language. In English these are fair, as of course they must be to enter the school; but in reading they are very low, as one would expect who is familiar with the common weakness of voice and habits of reticence and shyness, and way of speaking their own language. In the higher studies, which demand deeper thought and more confidence of expression, and both in a strange language, the average must go down, though their interest in these keep it higher than we might expect.

Most of them indeed, are deeply interested in their studies, and there is not one named that does not appear "up to the average" on as much as one class roll, though some are poor enough to make their promotion doubtful or impossible.

In the Night school, composed of work students, learning trades, are six Indian young men; one Pawnee, two Onondagas from New York, and three Sioux. They are on the same basis with the colored students in these classes. Their studies are arithmetic, reading, and English lessons, including writing and spelling. Their per cents in their classes are

	<i>Above Av.</i>	<i>Up to Av.</i>
Arithmetic	.50	.80
Reading	.16	.32
English	.16	.32

The spirit of the classes, as between Indian and colored, is in all cases excellent. The colored students take evident pleasure in encouraging the Indians, and having them helped.

There is every evidence here that it is entirely practicable to educate the Indian, and that association with English speaking school-mates, near himself in advancement, is an aid in the work. The suggestion which has been made by one familiar with it, that Hampton would do well to take a larger proportion of those able by a knowledge of English to enter the regular Normal School at once, so that more may receive the benefits of such association, seems worthy of consideration in the light of these reports.

### *The Indian Sewing School.*

*By Mrs. Lucy A. Seymour.*

There have been connected with the Indian Sewing School the past year 73 girls, some for a few months, others the entire period. The 26th of May, thirteen girls returned to their homes, the most of whom had been here three years, the health of the others would not warrant their remaining. In June, 7 more went to New England to work during the summer months, thus reducing our number to twenty-seven. But the hours of vacation were not to be idle ones, for word came to prepare for seven, who were expected from Dakota, with Rev. Mr. Friessell in June, and six with Mr. LaFlesche from Nebraska; these arrivals increased our number to forty, more than ever before during vacation. Soon the willing hearts and hands of all had placed our new friends on a comfortable basis, and they in turn were ready to assist in replenishing our stock of clothing for those who were to leave in October, and the nine who were expected in November. Four others have left this Spring—all these changes have made great demands upon the clothing department. Ten of the

older girls have been advanced to the Normal School; they are unable to do much more than make and repair their own clothing, still, with only one assistant, our girls have made one thousand seven hundred and sixty garments for themselves, and household articles for Winona. Friday is mending day, when each one is expected to repair her clothing, and have it ready for inspection, that evening. I am often asked, "Do they learn quickly, and accomplish much?" I think the answer is plain when you look at the amount of plain, well-made clothing they can show; few girls can do better.

### *House Work at Winona*

By *Miss Lovey A. Mayo.*

At the beginning of the present term there were fifty-two girls in the Indian department; more than ever before. With this goodly number of workers, prospects for a well kept building looked brighter than in previous years.

Another encouraging feature was that there were some girls who did not return to their Western homes, that had had several years of experience in Winona Lodge. With their influence, and many willing but untrained hands, we began our work. For a short while things went on nicely, until sickness came into our midst and for a time stopped many of our earnest workers.

This misfortune has followed us all through the term, and the absence of the sick girls from their duties, has caused the more fortunate ones to have extra cares. The willingness with which they have taken hold and performed their duties and those of their disabled companions, all these months of unusual illness, deserves great credit.

It is an interesting sight to watch these girls as they go about their regular morning work. At half past six o'clock, when they return from their breakfast, they go directly to their rooms and put them in order. When the bell rings at 7 o'clock, they report each girl at her particular charge, in the different halls and corridors, with dust caps on their heads and with brooms, brushes and dust pans in their hands.

Here they work away until each worker's share is in proper order. By eight o'clock their rooms and the halls and corridors are ready for inspection. Some of the more capable girls have the care of teacher's rooms. The teachers give up their rooms at eight o'clock, their breakfast hour, and by the time the girls can possibly tidy them up, the bell calls them to school. In addition to the above named cares, the girls have to make, wash, iron and mend their own clothes.

In spite of an unusual number of drawbacks, Winona Lodge can boast of better treatment during the past months than she has ever before had the honor of receiving.

### *The Laundry.*

By *Miss Georgie Washington.*

The work in the laundry has been done better this term than ever before. Washing was at first the hardest work for an Indian girl, but now it is better understood, and a great deal of pride is ta-

ken to make the clothes look as nice as possible. The girls that came to us last fall have learned to do their washing very well indeed, for so short a time, and by next term they will be good workers. We have had a great deal of sickness among the girls this term, quite a number were taken out of the Laundry, some for a short while, others for weeks. The first week that the youngest Indian girls were put in the Laundry, one of them said in a very hopeless way, "Big sheet, can't wash." Could you have seen those tiny hands, you would have thought there were other things not as large as a sheet, that she could not master. The big sheet was taken away for stronger hands to wash, till the owner insisted on doing it herself, and surprised us all by making it look as "nice as the big girl did."

The most troublesome part of our work is, getting the clothes dry on rainy days; we have to keep a very hot fire, all the week sometimes, in the Ironing Laundry and hang the clothes there; this of course puts us out for ironing, as both must be done at the same time. We hope very much to have a drying room soon. I only hope that leaving the Laundry in Winona Lodge, with all its conveniences and returning to the West, to meet but few such luxuries, will not lessen the desire in these girls to keep their clothes neat and clean.

### *Care of the Sick.*

By *Miss Lucy Lovejoy.*

During the summer months the Hospital rooms were vacant, but on the approach of Winter, bringing with it epidemic diseases, we found the hitherto spacious quarters too narrow, and the overflow was scattered around, even teachers' rooms being pressed into the service.

Some of the girls have suffered from serious illness, but many have had some slight ailment which made it necessary to remove them for a time from their more fortunate companions.

The former have always been quiet and submissive, not murmuring and rebelling as many sick people do, but taking the prescribed remedies, and yielding with but little irritation to the restraint placed upon them.

The convalescents and those slightly ill are more difficult to manage; when suffering from a cold or severe cough they cannot see the impropriety of seating themselves in an open window, with a damp, chilly wind blowing freely upon them. Their disregard of all the laws of health makes the care of them very trying; they sometimes seem to have the feeling which one of them expressed when remonstrated with for some carelessness which the nurse said a white person would not do, "Because the white man is afraid to die, but the Indian is not," was the reply.

### *Diet Kitchen.*

By *Miss E. F. Patterson.*

The work in this department as in the Hospital has been very heavy this year.

There is a dining room in connection with the kitchen, where the convalescents and those whom the Doctor thinks in need of a



change of diet, have their meals served to them. To those who cannot leave their rooms, meals are carried by a student appointed to that work. The average number of meals served to colored students in Diet Kitchen during the year was 633, to Indians 376; number sent out to colored students 962, to Indians 372.

Situated near the Diet Kitchen is a pleasant room with a long table in the centre, covered with a snowy cloth, neatly set with white china. On the walls are pictures, and the windows are draped with bright figured curtains; this is our little Indian girls dining room, where about twenty children take their meals; some set the table, others wait on the table and others wash the dishes, and all may be seen on their knees scrubbing the floor every Saturday morning, each having a certain number of boards to clean.

In this way they learn to do useful work while they seem to enjoy their tasks very much.

### *Home Life at the Wigwam.*

By *Mr. Dudley Talbot.*

Home life at the Wigwam, the Indian boys' cottage, has a peculiar charm, from the opportunity it gives one to come in close contact with the young men who have left their homes in the West, and are fitting themselves for usefulness in new pursuits; to watch their improvement from month to month; to become familiar with the difficulties which they meet, and to arrange for their advancement by adapting the means at command to their use.

Here are fifty-seven boys from ten different tribes. It is but a few weeks since many of them left the free life of the plains, and now they find themselves surrounded by the necessary restraints of a large boarding school. It is surprising that these conditions are accepted so well.

It is difficult to imagine that this erect and manly Cadet, with neat uniform and well kept person, was less than a year ago, a careless boy running about the Agency, with long hair, a strange costume and a blanket thrown over his shoulders.

The effort is made to have the house-life as attractive and elevating as may be; to fill it so full of good influences that there shall be no room for evil; to give opportunity to spend spare hours profitably and pleasantly, and to encourage the growth and expression of the Christian virtues, by acts of kindness, forbearance and mutual helpfulness. That something of this spirit exists may be seen by watching three games played harmoniously at the same time, with the one set of croquet, possessed by the boys, the members of one game quietly lifting and holding the balls, when in the way of others; the occasional knocking out of the way of one of the balls being given and accepted with good humor.

One of the most useful features of this work, is the social life that has gathered around the Reading Room, which was furnished through the kindness of friends, who would feel well rewarded if they could hear the expressions of pleasure it has occasioned, and see how much good it has done.

It is supplied with a variety of papers, books and games; besides plants, pictures and mottoes. The esteem in which the books are held, is delicately expressed by the hesitation of some to take out the

newer ones, for fear of soiling them. There is unmistakable evidence however, that this scruple has been overcome in some cases. Here during certain hours of the afternoon and evening, some of the busy teachers and interested friends, meet the boys and select such reading matter as they desire; and here from the annual reports of the officers of the Government, they can get annual information about their people, and a wider knowledge of their condition and needs and of what is being done for them.

This contact socially with refined women is doing a great deal to produce gentlemanly deportment, and to change the former use of the assembly room as an arena for wrestling to its intended purpose. It is a pleasant sight on cold or stormy afternoons, to see the groups absorbed in games or reading or conversation in this room.

Family prayers at nine o'clock are conducted by the boys, two taking part each night, one reading a verse from the Bible, one making a short prayer in English or Indian, and all singing a verse and repeating the Lord's prayer. This gives the eighteen boys who have united with the church this term, and those who were members before, an opportunity to take active part in religious exercises. These few moments also give the officers of the school an opportunity to speak a timely word of admonition or encouragement, in regard to conduct, cleanliness, etc., and for the boys to question them about any puzzling matter.

A "Lend a Hand" Club has been formed, whose aim is not only to provide entertainments which may be profitable for all, but also to lend a helping hand to those students who have returned to their homes, by sending them papers, etc., and keeping up communication with them through its corresponding secretary. Besides the usual officers, there are committees who have charge of its various branches, Debating, Literary and Temperance Societies, Brothers Club and Prayer meetings. Saturday evenings are usually devoted to the exercises of this Club. One evening was spent to advantage in organizing a Town Meeting, at which the boys prepared a warrant; and discussed various questions of interest to them.

The Brothers' Club consists of those who take a brotherly interest in some particular boy, aiding him in every way possible to improve. It is interesting to trace the marked improvement of some of the boys, to the influence of some of its members.

A set of tools has been provided, with which those who are ailing may find attractive occupation, and with those who are well, make up various articles for decorating the Wigwam, or for sale, to provide a fund for the use of the "Lend a Hand" Club.

The hope in this work is to produce such a picture of home life in the minds of those who may be brought in contact with it, as may lead them to strive to realize it upon their return for themselves; and to provide opportunities to make immediate use of the thoughts which they are gathering, and so to be ready for action among their own people.

#### *Little Boys' Home.*

*By Mrs. Irene H. Stansbury.*

This is the third year that Div. A. has been the home of the little boys, in which to receive the special care that all small children re-

quire for their moral and physical development—whether they are born on the plains of the West, or in the crowded cities of the East.

At present there are eleven in number, ranging in age from eight to fifteen years and representing five tribes, viz—; Pima, Omaha, Sioux, Sac and Fox and Winebago. Six are "full blooded" the remaining five are "half" and "quarter breeds."

Though these small braves at home are unaccustomed to restraint, they are not difficult to control. Moral suasion, except on rare occasions, has been the only force necessary to use.

Like all high siph spirited, manly boys, they are full of mischief, and are never so happy as when making a noise, but some of their civilized brothers could take lessons from them in refinement, truthfulness and patient endurance of suffering.

With the exception of a few cases of eye trouble and pneumonia, their health has been good during the year.

The younger they are the more readily they learn English. One little fellow nine years of age who came in the fall, can make his wants known, and understands what is said to him.

The picture books that are sent them by their kind friends at the North, are a never-ending source of amusement, and they enjoy being read to, if the story is founded on fact. The "Story of the Bible," is their favorite book. The courage of its heroes excites great enthusiasm, but their brown eyes grow full and soft, the laughter subsides from their small faces, and the little hands which have been punching each other a few moments before, become still while they listen to the "Story of the Cross."

There has been a decided improvement in their English, neatness and thoughtfulness during the year.

Two have pledged themselves to be Christ's "braves" and "to fight under His banner until their life's end."

Altogether, this year has been one of encouragement.

Div. A. is also the temporary home of two Indian couples, who are waiting for their cottages to be built. One of these couples arrived a week ago bringing with them their two youngest boys, one five years old, and the other nine months. Their arrival completed the family group, having sent their two eldest children, one over a year the other last fall to Hampton. The joy of these little ones on being told that their father and mother would soon be with them was most touching and the meeting between the long separated parents and children was a scene not easily forgotten.

This couple in sending their young children and then coming themselves many weary miles to learn the "white man's road" and the English language, have set an example which we hope others will follow.

### *Social Life at Winona.*

*By Miss Caroline K. Knowles.*

Saturday night Winona welcomes the Indian boys to its spacious Hall and Assembly Room for an evening with the girls.

A variety has been given to these meetings by the Helping Hand Clubs, one for the girls and one for the boys, which were formed this winter, each club choosing its own officers; thus taking initiatory steps in self government. Once in two weeks the clubs join at Wi-

nona, every other meeting being literary and musical in its character, the boys and girls having recitations, readings or singing, and the alternate evening is given up to social enjoyment.

At these gatherings the hall presents an animated scene, with groups gathered at tables around the room, where they play checkers, dominoes and various games, while in the centre are others marching through intricate figures, striving for the prizes to be given to those who are most successful. It was at one of these gatherings a little Sioux girl came, with a doleful look on her face, and said of a Celestial who has recently joined us, "I can't make that Chinaman have a good time." Their enthusiasm is often kindled by the presence of visitors who are always glad to avail themselves of an opportunity to spend an evening with the Indians. 'Tis very interesting to see the old boys and girls try and help the new ones to overcome bashfulness and join in the games with the others, and watch the rapid progress made by boys in learning the deferential, gallant bearing that they are expected to have toward the girls who accept the graceful courtesies as if "to the manor born." You cannot imagine the home life of our Indians, you should see it for yourself. Winona is truly the "Elder Sister" who receives with open arms all the younger brothers and sisters who come in their joy and sorrow to her. Here, those who are homesick and weary after the long journey from the West, first find a resting place; and from here are borne some who have gone to their heavenly home, trusting in the Saviour they have learned to love. We have representatives from various agencies. The Omaha cottages have formed a centre for those from that tribe, as the Sioux, now building, will for theirs. At Thanksgiving and Christmas the Northern and Southern customs were observed with home gathering and feasting by the Omaha clan, giving them new ideas of real home life. These little homes are intended to be object lessons, showing the Indians how much can be done with limited means, and thus far the experiment has proved successful.

Thursday nights we have our weekly prayer meetings, and many are the heart-felt, touching prayers sent to the Great Spirit from our home chapel. Sundays here cannot be quiet and restful but are as busy as days can be. In the morning we assemble for a praise and prayer service, when verses selected for the day are recited, and afterwards, drawing around the piano we spend a pleasant social half hour singing familiar hymns, before the boys go to roll call. In the evening comes our Sunday School, which closes in time for the service at Bethesda, the Indian and Colored uniting in service there as in Chapel at night.

The general spirit of the Indians in all religious services is good, they never tire of hearing Bible stories, and their interest in this part of their education is unflagging.

### *Religious work among the Indians.*

*By Rev. J. J. Gravatt, Rector of St., John's Church, Hampton.*

During the past year I have held regular services with the Indians. Some attend morning service in St. John's Church, and in the afternoon we have a Sunday School for the whole Indian Department.

I desire to acknowledge the efficient services of the faithful teachers who assist me. It is evident that they make it a labor of love.

Thursday evenings they assemble in the little Chapel in Winona for prayer and praise and instruction in God's word.

In addition to the above I have met once a week a class of advanced students for special Bible study. This is a new and important feature in the work.

I have never known the religious tone of the school to be better than during the past year. There is a growing sentiment against what is wrong, against wilful disobedience, and Christian Indians are the leading spirits in the Indian school.

Five have been baptized by me and eleven who were baptized in the West have taken upon themselves their baptismal vows. Sixteen were confirmed by Bishop Randolph in St John's church March 15, a service which no one who was present can forget. Some are now awaiting confirmation. Rev. Mr. Frissell will no doubt report those who joined "Bethesda Chapel."

God's presence is with us and we have abundant cause for thanking to Him for His great mercies.

#### NIGHT SCHOOL.

*By Miss Anna G. Baldwin, in charge.*

The number of applicants for admission to the night school last October, was greater than ever before,

Total No. examined to April 1, 1885,	-	-	177.
Girls,	-	-	66.
Boys,	-	-	111.
No. examined at the opening of school -	-	-	148.
No. admitted " " " " " "	-	-	126.

In addition to these there were 53 students who were in school the previous year, most of whom were obliged to remain on account of their trades. The average attendance for the term has been 170; 65 girls and 105 boys.

The standard of admission has been more rigidly adhered to than was possible in former years, and many whose expectations of "getting an education," were high, have been sadly disappointed on learning that they must be able to read in the Third Reader, write legibly and be prepared in arithmetic through subtraction, in order to be admitted. A number of applicants who were refused admission the previous year for this reason, went away and prepared themselves in the necessary branches, and returned to pass a successful examination last October.

Of the number who have dropped out during the year, most have gone on account of sickness, as only those who are physically strong are able to endure the double strain of work through the day and study at night. Others have left on account of mental inability and unsatisfactory work, while a small proportion have found the discipline and pressure of the school more than they could bear and have not had the moral strength to hold out.

Although the night students enter as the day scholars do, on three months trial, they must give double satisfaction, for their work is just as important a consideration as their scholarship, and at least



once a month, the heads of the different work departments are consulted and an estimate made of the scholar from their standpoint. Fewer changes have been made for this reason this year than last, which is all the more encouraging, as the required time for learning some of the trades has recently been lengthened.

Some changes have been made this year in the course of study. Allusion was made in the last report to the fact that pupils who require the most time for their trades, are generally the ones already prepared to enter the day school. Heretofore it was thought unwise to attempt more than admission to the Middle class of the normal department. The pupils naturally felt that there was no immediate necessity for study and consequently lost a certain amount of interest and eagerness shown by the other classes. This year they were allowed to progress as rapidly as they were able, and the result has been highly satisfactory.

It is still an experiment, but I feel convinced that in time we can have a "Middle Class" in the night school as well as in the day school, the effect of which will be beneficial in many ways. It will certainly take two, and in all probability, three years to accomplish what is done by the day scholars in one year, but, judging from the determination and ability already shown, I think its fulfilment among the near possibilities.

Another new feature which was introduced during the summer vacation, for the class already alluded to, is mechanical drawing. I give Miss Baker's report on that subject, in full—also Miss Mitchell's for the preparatory grade.

As showing the two extremes, I quote from Miss McLeod's report for the highest grade. These scholars have reviewed grammar, dwelling at length upon the verb, and in connection with this have used Powell's "How to Write." They have reviewed both United States history and geography, both of which will be completed before the close of school. Those who have not taken drawing, have had arithmetic through denominate numbers, and part of percentage, and have recently commenced Moral Science, which will be continued through the summer.

In addition to the preparatory Junior class already mentioned, there are three others:—the A Junior, in charge of Mr. B. F. Jones the first of the year and of Miss Abbott the latter part; the B Junior, under Miss Baker, and the C Junior under Miss Jobs. There are also three preparatory Middle classes:—the B class under Miss Bascom the first of the year, and later under Miss Watterman; the C class under Miss Benjamin, and the D class under Miss Arquit—making in all, eight classes in the school.

In all the classes preparing for the Junior of the day school, the plan of last year has been followed for reading, using the Geography Reader, which is followed by "Stories from History." A great deal of time is required for drill in pronunciation and articulation. Phonic spelling has proved the greatest aid in these two particulars.

Spelling has been taught mainly from dictation, which emphasizes the language work. Drill is also given on words misspelled in examination and other written exercises. Owing to our limited time, written work forms a prominent method of recitation—not always the most interesting to the visitor, but furnishing the most thorough work.

With the exception of the highest class, which has writing lessons in the form of copying history and grammar topics, all the classes have had at least one regular writing lesson a week. Particular attention must be given in this subject to movement drill exercises, as the style of writing among these students is heavy and labored, particularly among those who are so largely self taught.

Arithmetic for the Junior Preparatory classes has consisted entirely of drill upon the fundamental rules, bills and United States money. The Middle preparatory classes have dealt almost entirely with fractions, although some of them have gone farther.

For language work, the teachers have followed Mrs. Knox's "How to Speak and Write," which is admirably adapted to these pupils in giving them a great deal of work in pronunciation, capitals, letter-writing, exercises in the use of 'is and are,' 'sit and sat, &c.

In grammar the Middle preparatory classes have spent the greater part of the time on verbs, following the plan pursued by the corresponding classes of the day school.

In United States history, they will finish the wars of the Colonies to the Revolution, and in geography, North and South America. The usual plan of study for history is as a reading lesson one evening and a recitation the next. At the beginning of the study, the pupils were required to draw a map of the United States, and as they learned of discoveries and settlements, the places were located. As time allowed, maps have been drawn in geography. Not nearly as much attention can be given to this as is desirable, still good results have followed what has been done.

The number of Indians in the night school has been less this year than last. Of the eight who have attended, all are doing well—some of them remarkably so.

The branch of the school represented at Hemenway Farm numbers 12—eleven boys and one girl. The boys are employed exclusively on the farm and the report of their work in general, is good. These scholars are of two grades in arithmetic but all are preparing for the Junior class, and follow the same course of study pursued in the regular night school. Since Nov. 25, this class has been taught by Miss Martha Page, a graduate of the School, who boards at the farm. Before this it was under the supervision of Mrs. Vanison.

Since the middle of February, the girls have occupied the new building which they enjoy greatly, and their appreciation of it is shown in many ways. There is some decided advantage in thus having the work girls by themselves, the results of which are already being shown.

In looking over the year's work, the results are very satisfactory in most respects. We have been particularly unfortunate in having frequent changes in the teaching force, owing mainly to sickness, but although at times the outlook has been discouraging, the difficulties have by no means proved insurmountable.

The grade of scholarship is being gradually raised and the spirit and tone of the school are encouraging. It seems almost superfluous to speak of the intense eagerness for study which is shown by the majority of the pupils. The very fact that those who are learning trades are willing to spend three and four years of day work and night study, speaks for itself, and also does much toward answering the as-

section frequently made that Negroes have no determination, and must be forced to work.

It is an example of "the survival of the fittest," for those who have not sufficient pluck and moral stamina are sure to drop out. And although vast patience and perseverance are required by both teacher and pupils, I think none who have ever tried it, will answer that it does not pay,

### *Junior Preparatory Class, D Section.*

By *Miss J. A. Mitchell.*

This class ranks lowest in school, both in scholarship and mental capacity, but in energy and earnestness it is second to none. When I made my first attempt at teaching these pupils, their lack of ability impressed me to such a degree that I almost lost my enthusiasm in the work and felt like giving up in despair. But upon becoming better acquainted with them and seeing how greatly they desired an education and how heroically they struggled with their Herculean task, I found enough to inspire me to even greater effort than before. Energy and will power combined, make a very good substitute for natural talent.

Our work has necessarily been quite elementary. In reading I have endeavored to have them pronounce correctly, articulate distinctly, and comprehend the idea contained in the sentence. It requires a great amount of drill to accomplish these three things with these students, but when done there is little trouble in getting a correct expression. Before reading the lesson I write the most difficult words upon the board, and have the pupils spell them—dividing them into syllables—and pronounce them again and again until their tongue can do it almost automatically. I give them a short exercise each night in phonic spelling, which helps them very much in pronunciation and articulation.

In arithmetic, we began with the rudiments and have now about completed the fundamental rules. I have aimed particularly at rapidity and accuracy in the different mechanical operations and when they have reached a certain standard of this, I shall give them problems and forms of analysis to develop their reasoning powers.

They have had but little language work as yet, although this is an important part of the work assigned them. Most of the time thus far has been spent on writing and spelling, but they are now ready for the language work proper.

I think I can see a marked improvement in the class; some of them have already been promoted to a higher grade. One thing is certain, that if they have no progress in their work, it is no fault of theirs; for they think no effort too great for them to make and are ever ready to comply cheerfully with the wishes of those who have them in charge.

### *Mechanical Drawing.*

By *Miss Kate Baker.*

This class consists of twelve of the boys who are learning trades. One is in the blacksmith shop; one in the carving school; two in the printing office, and the remainder in the carpenter shop.

"There are too many necessary things for pupils of this Institution to learn, for them to spend their time with drawing," is a remark I have often heard made by those who think of drawing only as an accomplishment. Industrial drawing is not an accomplishment, but is as practical in every day life to the artisan as the multiplication table. To teach carpentry, machine and building construction, and other common industries without drawing is like teaching language without writing. Drawing is the language of form. Even though no industrial use is to be made of this work, the habit of accurate thinking, and the proper use of the senses of sight and of touch developed by it, are valuable enough to amply repay anyone for the time spent in obtaining it.

The question at first put by every one in the class was: "Of what use is drawing going to be to us? We don't have to be examined in drawing to enter the Middle class, do we?" So I have made every endeavor to bring as many practical illustrations as possible, showing the benefit of mechanical drawing to their individual work. For instance, after giving the geometric method of dividing a given line into any number of equal parts, I give the carpenter a board, the blacksmith an iron rod, and the printer a strip of card board to be divided into a certain number of equal parts. The carver must fit a given number of squares into a given space. In the same way the octagon is applied by the carpenter in finding at what angle a mitre must be cut to exactly fit an octagon corner, the blacksmith draws an octagon shaped nut and shows where a bolt should pass through it, &c.

All the rules for parallel perspective have been given and applied. A plan drawn to a scale, of each side of the school room has been made, with separate working drawings of the doors and windows. These have been combined in perspective drawings of the room, showing a floor composed of tiles. Many other applications of perspective problems have been made, as stairs drawn in different positions, boxes, tables, etc. Some members of the class have also taken great pride in patiently working out difficult problems in perspective by themselves.

I think the class has made very good progress. I am not sure but that the pupils have made rapid progress considering the fact that most of them have never had such simple drawing as is now given in Kindergartens and primary schools, and such as the Senior class is now taking in preparation for their work in the common schools.

The best scholar in the class was greatly puzzled because an angle formed on the opposite side of a line used in illustrating a right angle, was not called a left angle.

I am much indebted to Mr. Brinson, for many practical suggestions and aid in selecting the most useful work to give a class whose time is too limited to take a full course in mechanical drawing, and he regrets that heretofore it has seemed impossible for all the boys in his department to have it.

The pupils seem to like the work, but if it were a study of the regular course, they would take more interest in it, as it is natural for students to do best that work which is absolutely necessary to promote them.

## OF GRADUATES.

*By Miss A. E. Cleaveland, Correspondent.*

Nearly five hundred and fifty circulars have been sent to graduates and ex-students since October 1st. This is a much larger number than I have ever before sent, but I regret to say that the returns have not been proportionately large. I have heard directly from one hundred and fifty-seven. I hoped that one effect of the Alumni meeting last May, would be an increased interest in this branch of Hampton's work. The result is somewhat discouraging.

Some letters doubtless fail to reach those for whom they are intended. The request, so earnestly made last year, that graduates would notify Miss Tileton and myself early in October, of their whereabouts, was remembered and acted upon by a *very few*.

I wish they could realize how much time, trouble, and expense would be saved by a compliance on their part with this simple request.

Rather more than four-fifths of my correspondents have been teaching this winter—terms varying from two to seven months.

One, who has taught ever since her graduation in 1874, has had a school this year where they never had one before.

In some counties in Virginia, teachers have experienced more than the *usual* difficulty in getting their pay.

One writes me that she has been teaching for six months, and has received \$15 only. I know of several cases where, as yet, little or nothing has been paid them for their winter's work. The recent bank failures in Norfolk have had the effect to shorten the school terms in that county.

In view of tardy payments and short terms how could these teachers *live*, had not Hampton given them also an *industrial* training, to which they can turn when not teaching?

Another serious difficulty with which they have to contend is insufficient accommodations for the scholars that flock to the little houses provided for them, though *house* is too good a name to give to the huts in which some teach.

One writes, "I often have to send scholars home because there is no room for them, and other schools in the neighborhood are in the same condition." He adds, "They sit as the people in a crowded church to hear some able minister preach."

Several teachers in Gloucester county have taken into their own hands the work of making the necessary additions. After vain endeavors to get the School Board to do the work, one teacher called the patrons of his school together, "to see the children almost one piled on the other." They decided that the addition must be made; and at last accounts \$125 of the \$175 needed had been raised. He writes, "I have succeeded in getting all the patrons and friends of the school interested in the work. I feel that the greater part of them have given all that they can give." These are the teachers that are needed who will put their own shoulders to the wheel, and arouse the community to interest and effort.

Through the kindness of Northern friends many of the teachers were able to make last Christmas a very happy time to their scholars. A Sunday school in Salem, Mass., sent a sugar-barrel full of things to



one of last years graduates, for her school. A school in Newburgh rejoiced the heart of another teacher with most generous gifts for her little ones. I know of many private individuals, besides several other schools, that sent boxes.

A Christmas tree, where nothing of the kind has ever been seen before, makes a sensation, and is a great success.

Teachers write of the encouraging effect of their Christmas celebrations, both upon themselves and their scholars. Parents also are gratified. "When I told them that the presents were sent by a Northern lady and gentleman, I could hear the old people saying: "God bless dem! dey habn't forgot us De Lord put it in dar hearts to help our children."

I hope that more may be done in this direction another year. I shall be very happy to furnish names of teachers to any who would like to get up Christmas boxes for their schools.

About thirty of my correspondents have not been teaching this winter. Four or five, whose hearts are in the work, have been kept from it by illness. One is rector of three parishes in Virginia, having taken a theological course at Petersburg, after leaving Hampton. Another is settled over a church in New York State. Another is a postal clerk with a salary of \$1000. Two are postmasters, one in the Custom House. Four have been studying at Richmond Institute, and at Howard and Lincoln Universities. There are not many politicians among our graduates, though one young man wrote me in the Fall that he was "just now trying all his might to elect our great chieftains to the Presidency and vice-Presidency, Blaine and Logan." As he did not succeed, I presume he has gone back to his trade, which is that of a carpenter.

Ten of Hampton's sons and daughters have "doubled their joys" this last year. Among them one of the first three Indian graduates. No white man could write with more tender appreciation of wite and home than this "stolid" Indian.

The classes of '78, '80 and '82 mourn the loss of two members of each; while '75 and '77 have each lost one.

May the example of their fidelity to duty encourage and stimulate those who knew and loved them.

#### OF DISTRIBUTION OF READING MATTER.

By *Miss R. G. Tileston.*

The third year of my work as "Graduates' Correspondent for Reading Matter" is just closing, and I had hoped for better results, which can only be reached by a quicker response on the part of the graduates, a more prompt notice of their addresses at the beginning of the school term. That the papers received by them are fully appreciated and needed, is shown by their letters, some of them having no other reading matter; but it is a curious fact that many seem to take it for granted that we know of their whereabouts by intuition. The month of October was quite encouraging, my P. O. box receiving many letters daily. As strenuous efforts had been made to make them see the necessity of keeping us informed, we hoped our plan had proved a success, but in spite of cards and notices sent by Miss Cleveland and myself there have been but few

out of the list of 580 in my address-book who have sent us the address or change of address, which is almost a sure thing in the early spring months. This is a great drawback to the plan of sending reading matter. If they are neglectful on this point it is almost impossible to help them. I have found it necessary since returning to my work (about the middle of March, after an illness of three-and-a-half months) to send out postal cards to all the addresses, hoping in that way to be sure of reaching many, and preparing the way for the work next October. I have received and am receiving daily, some replies, but there are still many to be heard from. All the letters up to the middle of December were answered by me, for although my work does not include letter-writing, I found that the bundle of papers that I sent as a reply was not sufficient. "Miss T., you did not answer my letter," greeted me from all sides at the Alumni meeting last June. "No, I sent instead, the papers." But that did not satisfy them; they want some *word* from Hampton.

The Reading Department at present has a generous supply on hand, kindly contributed by Northern friends, and it is a trial to send off bundles of really valuable papers without being perfectly sure of the address. We have received a good many picture papers this year, also Sunday school papers and the "Youths' Companion," "St. Nicholas," etc., all of which are very acceptable. Often applications are made for papers or books with short pieces of poetry or prose for some exhibition, and children's magazines or papers are particularly useful. One teacher who came to see me, especially valued pictures, as he said he had one bright little fellow in his school who could reproduce them on the board, and so have one serve for a general object lesson.

The graduating class this year will add 41 names to the number already enrolled. Northern friends wishing to send reading matter to individual graduates from their weekly supply of papers, can receive names and addresses by applying to me. As many applications are made for help with Christmas trees, Christmas cards, etc., any small gifts would be gratefully received here, for distribution, or names sent to any churches or societies wishing to send a barrel to any particular school.

#### REPORT ON THE LIBRARY.

*By Miss Alice M. Bacon in charge.*

The Library work this year has been most satisfactory and we close the year looking forward to even greater usefulness in this department in the year to come.

Since October, 2,616 books have been issued; of this number 1352 have been drawn by boys, 658 by girls and 606 by teachers. The number of books taken out this year is more than double the number drawn by students during the same time last year. This large increase in the number of books drawn may be said to be entirely due to the faithful and conscientious attention that has been given by my assistant Librarian, Miss Helen S. Baldwin, to the work of the position. She has studied the Library carefully with a view to learning which books could be made useful to the students, has advised wisely when advice was asked, has taken pains to see that all books or

papers likely in any way to prove injurious were excluded from the shelves and tables, and has in all respects so thoroughly discharged the duties of her office that the Library is to-day a force in the school whose influence for good can hardly be calculated. In many cases students have been led from fiction to history or travels, others have turned from novels or Sunday school literature of the weak and goodey kind up to works of a higher, more bracing and helpful character. Of the 658 books drawn by girls, 374 have been fiction, but though the proportion of fictitious works read by the girls is about the same as last year, the works themselves have been of a better character.

There have been 552 books added to the library during the year. Of these about 50 volumes have been purchased, the rest have been given by friends of the Institution. Many of the books given have been works of which the Library has long been in need.

Lippincott's Biographical Dictionary, Chamber's Cyclopaedia of English Literature, Morrisons' Rome, Grote's Greece, Poole's Index of Periodical Literature, are some of the largest and most valuable works.

The card catalogue, though capable still of many improvements, has proved successful, and the students have quickly learned the use of it. Upon the back of the case that contains the catalogue, is a bulletin board upon which lists of books recommended by different teachers to their classes, lists of new books and of interesting articles in the magazines as they appear, are posted for the benefit of those students who need help in selecting their reading matter.

There are now received for the reading room table, 85 weeklies, 8 dailies and 36 monthly periodicals. The attention of students has been drawn to the monthly magazines by a list of the articles most likely to prove interesting to them, which has been posted on the bulletin board once a month. In this way the magazines, which were formerly read very little by the students, have become quite popular and do their share in the educating work which the library is trying to accomplish.

Until now the library has had no fund upon which to draw for books, but has been entirely dependent upon contributions, given from time to time by friends, or upon appropriations from the general school fund. I have this year the pleasure of reporting the gift of between seven and eight hundred dollars as the beginning of a permanent Library Endowment Fund. This ensures to the library an income of between twenty and thirty dollars and we hope it may prove a nucleus about which other gifts will collect to form a regular source of revenue for this department.

The work of the Library is especially encouraging and hopeful to those engaged in it, for the reason that all work done in connection with the library by the students is entirely voluntary and is done by them in time taken from the small amount that is given them for recreation. This being the case, a card like the following, the card of a work student, who works all day and studies all the evening, is very satisfactory. The card shows books read by one student during a year.

History of the Negro Race, Williams.  
Life of Napoleon, Scott, Vol. 1.

Great Expectations, Dickens.  
 Life of Napoleon, Vol II.  
 " " " III.  
 The Stolen White Elephant, Mark Twain.  
 Odd Folks at Home.  
 The Innocents Abroad, Mark Twain.  
 A Fool's Errand, Tourgee.  
 Harpers Magazine, bound vol.  
 Hot Ploughshares, Tourgee.  
 Stories from Virgil.  
 History of Troy.  
 Tales from Shakespeare, Lamb.  
 Washington and Other Great Commanders.

#### MEDICAL REPORT.

By *Dr. Martha M. Waldron, Resident Physician.*

An unusual amount of sickness has occurred in the school during the present year, the greater part having been due to two epidemics—German measles and tonsillitis. Cases of sickness from pulmonary diseases have also been unusually frequent. The cases worthy of note are as follows: In October, one case of continued malarial fever and thirteen cases of chills and fever. The latter were mild cases, amenable to treatment, in all of which malaria had shown itself previous to the student's entering school. In the month of November, German measles appeared and ran its course with varying severity in both Indian and colored departments, being notably less severe among the colored students. Of this disease twenty-one cases occurred in the month. During the same period there were twenty-five cases of tonsillitis, one of extensive necrosis of the scapula, clavicle and head of the humerus, one case of facial erysipelas, one of broncho-pneumonia, one of phthisis and nine cases of chills and fever. All of the last-named were old cases. In the month of December the two epidemics of measles and tonsillitis ran their course together. Of German measles there were thirty-eight cases, of tonsillitis fifty-four, of measles three, of facial erysipelas two, of chills and fever four cases, of rheumatic fever one case, of acute Bright's disease one case, of broncho-pneumonia one case.

In the month of January there were of German measles twenty-one cases, of measles four, of tonsillitis thirty-five, of chills and fever eight, of rheumatic fever two, several cases of local rheumatism, of pneumonia three, of hemorrhage of the lungs three, accident cases three, phthisis with inter-current pneumonia one case.

In the month of February there were of tonsillitis twenty cases, of pneumonia two, pleurisy two, acute bronchitis three, chills and fever six cases, rheumatic fever three, continued malarial fever one case, and one accident case.

In the month of March, of tonsillitis there were three cases, of pneumonia two, of pleurisy six, of local rheumatism nine, of scrofulous neck four cases, of phlyctenular ophthalmia with pannus one case, mumps three cases and two cases of continued malarial fever. The two cases of phthisis with inter-current pneumonia were fatal. Both cases were Indian girls who had been many months in a de-



cline. At the time when returning parties were sent home, they were too weak to make the long journey to their agencies.

In the month of April, of tonsillitis there were three cases, of pleurisy four, of pneumonia one case, hemorrhage of the lungs one case, malarial fever one case, scrofulous neck five cases, phlyctenular ophthalmia one case, mumps one case.

Besides the more serious cases above mentioned, there have been during the year more than the usual number of minor ailments, as colds, sore throats, and mild cases of rheumatism, for the development of which the season here as elsewhere has peculiarly been favorable.

The frequent occurrence of pneumonia and the prevalence of pulmonary disease, especially among the Indian students, has been a marked feature of the year. Twelve Indian students have been sent home on account of ill health; all were consumptives. As many more have been able to continue their work only by the most constant treatment and care. Of the Indian students who have broken down with consumption, the greater part have been from Crow Creek and Lower Brule. Students from other agencies have had about the same proportion of sickness and health as in previous years. The average health of the colored school has been good throughout the year. The co-existence of two epidemics, tonsillitis and measles, gave a large number of cases (232,) some of which were prolonged and serious, but all of which made perfect recoveries.

The number of serious fever cases has been less than in any of the last four years. Three colored students have been sent home with phthisis. One of these has since died. There have been twelve deaths in school during the year. Five of these have been from phthisis, three from pneumonia, one from malarial fever, one from erysipelas, one from acute Bright's disease, one from extensive necrosis of the clavicle, scapula and head of the humerus. The last-named case was that of a new student who was taken ill soon after his arrival and in whom this condition existed at the first medical examination. On account of the large amount of sickness at the school, Mr. Charles F. Wingate, Sanitary Engineer from New York, was engaged to inspect the condition of the school buildings and premises. His report was very favorable, assigning no local cause of sickness. His excellent suggestions in regard to ventilation, etc., are being carried out. Mr. Wingate had already made a thorough investigation of the sanitary condition of the school two years before, and the important suggestions made by him at that time had been carefully followed.

Among the important sanitary improvements of the year may be mentioned the new Girls' Building, which by diminishing the overcrowding of Virginia Hall, undoubtedly will be of great value in raising the health rate during another winter. Also the filling in of the low ground in front of Virginia Hall and construction of a permanent bulkhead to prevent the deposit of sewage by the tide. The improved ventilation of Virginia Hall chapel is a measure of importance as the room is in daily use for the girls' evening study hour. The ventilation of the main drain from Virginia Hall by an iron cylinder, carried up outside the building to a point above the roof, is an important improvement suggested by Mr. Wingate, which, with changes already made, will place Virginia Hall in excellent sanitary condition.



*A Hospital Needed.*

The pressing need of the health department of the school is a comfortable and suitable place for the care of sick boys, both colored and Indian. The inevitable waste of time and force incident to caring for the sick in the many and remote buildings on the place should be prevented as far as possible by a hospital building, to which most of the cases could be carried. Such a hospital should contain ample space for eight beds with a room for nurse and closets for hospital appurtenances; the form of a Greek cross is recommended. The want of such a building has long been felt, and the accommodations which it would afford are indispensable to the comfort and proper care of the sick.

## REPORT OF ACTING COMMANDANT.

By *Mr. Geo. L. Curtis*,

Gen. S. C. Armstrong :—

Sir: I have the honor to submit the following brief report from the department of discipline for the school year 1884-5.

The loss sustained by this institution last year in the removal by the War Department of the officer detailed from the regular army for the past six years to fill the position of Commandant, necessitated a new departure and various changes. The general duties devolving upon that officer have been performed this year by the undersigned; while the instruction in drill and military tactics has been given to the Battalion of Cadets by Mr. Arthur Boykin, to whose subjoined report reference is here made.

*The Battalion.*

The military system, so long a marked feature of this institution, has been vigorously maintained. At the beginning of the school year a Battalion was organized consisting of all male members of the Normal and Indian schools, divided into four companies and fully officered from their own number. To these were added at the same time two companies composed of the boys of the night school, formed in the same manner as the foregoing; the whole placed under the command of Mr. Boykin with the title and authority of Major.

Special care has been taken to prevent by increased watchfulness, any falling off in tone and *esprit du corps* which might follow the loss of the regular army officer. Promptness in attendance upon military duties has been strictly enforced by marks in deportment, fines, public reprimands and other punishment given to the delinquent, while at the same time successful appeal to ambition and pride has been made in the monthly publication of the Honor-Roll, composed of those who always responded to their names. The roll calls and marching to meals, the morning inspection of the ranks before school, the weekly drill of each company, and of the whole battalion every Friday afternoon, the full dress Sunday inspection before marching to divine service in Bethesda Chapel in the National Cemetery, as well as the regular daily performance of guard duty by a detail of officers and men, have been powerful aids not only in enforcing discipline and securing subordination to authority, but in developing per-

sonal neatness, uniformity of attire, better physical carriage, self control, a sense of personal responsibility, and a long list of manly and sterling moral qualities. By no other method could our large number of students be successfully handled by our small force of school officers, or the crude and uncouth children of the plantation and the prairie be so speedily metamorphosed into civilized and self-reliant young men.

The officers of the battalion have this year been made to feel their own personal responsibility for the maintenance of good order and discipline as never before. The loss of the army officer has in large measure been offset by increased care and zeal on their part. They have been called upon to furnish models in their own conduct for that of the privates in their command; to yield more implicit obedience to school regulations and authority corresponding to increased rank, and to impress their own individuality and their own spirit upon the men intrusted to their training. Their response has been loyal and hearty, and their record in these respects for the past year is one upon which both they and the school can look with pride. Weekly written reports from the captains on the condition of each company, and a weekly meeting of the officers for the discussion and settlement of questions arising, have rendered material aid in reaching the privates through the medium of the officers. Promotion has been made not on grounds of military skill and efficiency merely; but with equal regard paid to character and conduct as tested in the school and the shop. The instances have, as a consequence, been rare where such confidence has been found to be misplaced. Reduction to the ranks has in such cases speedily followed.

While the equipment of the battalion with the school uniform has not been as full as could be desired, there has been a growing improvement in this respect throughout the year. All officers have been required to wear the full uniform during military exercises, all privates to provide themselves first with the regulation cap, then with the uniform pantaloons, and later with the coat and vest as rapidly as their funds would admit. The result of personal pressure on the individual has resulted in a better and more uniform appearance of the ranks than ever before in the history of the battalion. Another year should show yet better results in this direction.

### *Discipline.*

The number of grave offences which have come before the Acting Commandant during the year for decision has been encouragingly small. The vast majority of complaints which have been presented at this office have been for mild peccadilloes or comparatively trivial breaches of discipline. The only serious case of insubordination to his authority occurred early in the year. That successfully met, no further difficulty of the kind has been encountered. Moral suasion, wherever practicable, has been the means of correction first tried: if unavailing, then followed by marks, fine, reduction of privileges, increase of labor, confinement, temporary banishment to the farm at Shellbanks, or dismissal. The fines thus deducted from the students' earnings have been placed to the credit of the Library fund, and thus have contributed to the benefit of the school at large. The door of the guard house has been closed upon but five offenders,

one colored and four Indians. But one difficulty has arisen between members of the two races, and only one between those of different and naturally jealous tribes. In neither case could the origin of the trouble be traced to existing race antipathies. The two races have marched and worked side by side, and maintained a healthful balance of power in the school.

In all cases, both in dealing with the Negro and the Indian, no pains have been spared to set clearly before the mind of the culprit the character of the offence and the justice of the punishment. With the Indian, no less than with the other, justice—"the straight way"—is the prime requisite. That and even-handed impartiality, however imperfectly attained, have been the constant aim of the disciplinary officer. As a result, it is hoped that the *morale* of the school has improved during the year, and that "constructive discipline" has strengthened rather than crushed the character of those who have felt its hand.

In the discipline and control of the students, great aid has also been furnished the Acting Commandant by the janitors of the boys' dormitories, of whom seven are students and the remaining two graduates of last year. Their daily written reports of the condition of the buildings under their charge and the conduct of the occupants for the preceding twenty-four hours have afforded a convenient and effective method of maintaining good order in the dormitories. They have rendered most faithful, fearless and efficient service; have consulted the welfare of the whole school, rather than that of the individual or personal feeling, and have discharged their trust in a manner most creditable to themselves and satisfactory to their superior officer.

No less valuable help has been rendered by the officers' court, whose members are appointed for a term of weeks by the Acting Commandant, and whose sentences are referred to him for approval. Many delicate cases have been brought before this court-martial for decision. Its proceedings have been marked in all cases by great dignity, firmness and fairness, and the good judgment and discretion displayed in the sentences have secured their uniform approval and execution by proper authority. Justice has not suffered at their hands; while the effect upon the whole school has been most salutary.

A careful and complete record has been kept this year at the office. It embodies not only the usual data in regard to age, address, condition and location of each male student on arrival, but all complaints and offences as daily reported and decided. As a result, the condition and character of each of the young men as shown by his daily conduct may be seen at a glance. Such records have been found valuable in determining the standing or tracing the progress of individuals, and are preserved for future reference.

#### *Neatness and Order.*

Much effort has been directed towards improving the personal habits of the students. This has been especially necessary in the case of the colored boys, and in particular those of the Night Class—coming, as most of them do, from homes of poverty where neatness is unknown.

Each room has been constantly subjected to the closest scrutiny; while the personal neatness, cleanliness, change of attire and habits of living of the occupants have been made matters of discipline.

Among the many helps used to secure improvement in these respects have been the daily reports of the janitors after their morning rounds, the more careful and critical weekly visits by the lady teachers to the boys' rooms, and their regular Sunday morning inspection at the sound of the bugle, when every room in the dormitories is formally visited by an officer of the school, every student required to be present, and every object to be in as nearly faultless condition as possible. This last has been productive of most satisfactory results. A series of familiar talks on practical topics connected with personal habits and good manners has also been given, to further enforce the general teaching in this direction.

Outside of the buildings the accumulation of rubbish about the grounds has been removed by the regular "police duty," performed after school every Saturday afternoon by the whole battalion detailed for this purpose. Each student is thus made to feel a personal interest in the general good appearance of the grounds, and the good order of his own quarters in particular.

It was with no little misgiving that the Acting Commandant assumed the duties of his present position—bringing to it neither experience nor previous training. Whatever good results may seem to have followed the labor here bestowed, he feels are due not to himself, but to the personal influence of the Principal felt in the battalion as never before, to the cordial sympathy and co-operation of the teachers and officers of the school, for which he is most grateful, and to the hearty support of the officers and janitors among the students, who have proved themselves responsible, efficient and trust-worthy to a degree surpassing his most sanguine expectations.

I am, Sir, very respectfully,

Your obedient servant,

GEO. L. CURTIS, *Acting Commandant.*

#### REPORT ON MILITARY DRILL.

*By Mr. Arthur Boykin, Instructor, and Acting Commandant during summer vacation.*

On the 15th of June, 1884, I entered upon the duties assigned me. A Battalion, consisting of four small companies, was at once organized with its full corps of officers.

The Rules and Regulations governing the conduct of students through vacation, were put into each boy's room, and in every conspicuous place in the buildings; and occasionally read to the whole school.

Roll call at 6 a. m. and 9 p. m. and Sunday Inspection at 4 p. m., were kept up through the three and a half months' vacation. Military Instruction was given at night to any who wished to come. Many came who were not connected with the night school. The guard and police duty were kept up, or performed by students employed especially for the purpose. A detail of two boys was made to act as hall and outside guard during Chapel services, exercises, etc.

The young men, both Negro and Indian, took great pride in the debating societies and mock congress. The reading room was used by them a great deal. Every pains was taken to make the vacation pleasant. In spite of the many evil temptations and bad influences that surround us, not one act of serious misconduct worthy of note occurred by any of those who had won the respect and confidence of the school authorities and teachers.

My duties as acting Commandant were discontinued in favor of Mr. Geo. L. Curtis, Oct. 1st, 1884. I had the appointment of military instructor with the title of Major of the Cadet Corps. The vacation organization was disbanded.

The work of military drill commenced with morning inspection at 8.35 o'clock.

At noon, instead of marching at random, each company is required to form with the Battalion, and march with the band or drum corps; often they are manoeuvred for a few minutes. At the morning inspection the Adjutant announces the Officer of the guard, Sergeant and Corporal of the guard, and eight privates detailed by the Sergt. Major. Two privates and one officer are regularly detailed for duty from each of the four companies of the day school; E, and F, being all Night School men, are exempted from all duties except the three daily roll calls, including the noon parade and Sunday inspection.

Each company has its weekly drill day, from 4 to 5 p. m.; regular Battalion drill, from 4 to 5 p. m. on Fridays. General police after school on Saturdays, from 4 to 5 p. m. and Sunday inspection at 3.45 p. m.

The gymnasium, the valuable gift of Mr. Monroe, has been highly appreciated by the students, and has given us a good and comfortable place in which to drill during the bad weather.

An Officers' school has been organized, and books containing instructions on the drills distributed among the students.

Instruction in Infantry Tactics is given to all the young men. Special attention has been paid to the "setting up" drill during the first part of the term. Military instruction has its work to do in helping to shape these young men for future usefulness, producing that good which comes through drill discipline, responsibility and guard duty. No training is better for young men than that which helps them to govern themselves and others. They learn to respect inferiors and obey superiors. My work has been agreeable; and for the hearty co-operation of officers, teachers and students, I hereby express my thanks.

#### PASTOR'S REPORT.

By *Rev. H. B. Frissell.*

The thousand teachers that Hampton has sent into the field are doing good work in the moral and religious training of their people.

In the country districts the graduate from Hampton is often the only instructor in Bible truths that the people have. Their preachers are often ignorant men, unable to teach their flocks out of God's word, and having in most cases, several churches to which they minister, their visits are very infrequent. To the teacher of their day schools the colored community look for their knowledge of the Bible,



and of all moral and religious truth. The report on correspondence shows how much of the time and thought of our graduates is given to this part of their teaching. In the city of Danville, I found Hampton graduates acting as superintendents in every Sunday school I visited. I was present at a missionary meeting and a Sunday School Union in the same place and in each case our teachers were the presiding officers. I found them very prominent in religious work in the other cities of Virginia, and in certain counties; I found the whole character of the religious teaching of the people and the preachers themselves, changed by their labors. Within the past years, the Hampton students have associated themselves together for religious work, in some of the districts. The undenominational character of their training here enables them to take part in the churches where they go without regard to their sectarian peculiarities.

What is true of the colored students is also true of the Indians. I shall not soon forget the pleasant picture I saw of a Sunday morning at Lower Brule on the banks of the Missouri. Bear Bird, one of our Hampton boys, was marshalling the students of the agency boarding school in orderly line for church, going before them and leading them to God's house.

Luke Walker, the faithful Indian rector, told me that he looked to Hampton for his best help. The fifteen returned students who stood in his little chapel and uttered their hearty responses, meant much; the sixty children that Medicine Bull, son of a Sioux Chief and one of our Hampton returned students, collected together of a Sunday afternoon away out in the White River camp to teach them the Bible, had even a deeper meaning.

The part which the moral and religious training has to do in forming character at Hampton makes it important. The fact that these students are to become the religious leaders of their people, gives it a still greater importance. The Pastor's class on the school grounds, is helping to give a more intelligent ministry to the colored race, but the regular teachers that the school is preparing to work in the Sunday Schools, the temperance societies, the cottage meetings and the young peoples Christian Associations have a no less important part to perform in the upbuilding of their people.

The work within the school the past year has been encouraging. There has been an advance in its general tone, and in the character of the students. The cottages where the boys live, have been cleaner, there has been less tobacco, less bad talk, less theft. The leaders in the school have been good men, who not only talked in prayer meeting but led straightforward lives. Prominence in public prayer has been frowned down upon where the lives have not corresponded. Cant has been at a discount.

There has been marked religious interest this year among Indians and colored students, between fifty and sixty coming out as Christians. Thirty united with the school church at one communion. There was no excitement; a simple acceptance of Christ and a starting out in the religious life. And not only in the highest but in the lowest class in the school has the year brought with it an improved condition.

The night class is of interest, because it most nearly represents the feeling of the masses of the colored people than any other in the

school. There is the most superstition here, the most suspicion, the strongest inclination to divorce morality and religion. Yet there is no class in the school more earnest to learn or more susceptible to religious impressions. The lengthening of the apprenticeship in the trades has brought into this class a number of our best students, and they have had much to do in the uplifting of the whole. A number of these students came out as Christians and have lived exemplary lives.

During my absence from the school in the summer, Rev. Mr. Gravatt, Rector of St. Johns Church, took charge of all the religious services on the place and did valuable work among the students. The rest of the year, with the exception of his instruction in the Pastors class, his labors on the school grounds have been confined to the Indians, over whom he has exerted a very strong influence for good. Those who come from Episcopal agencies, attend his church on the Sabbath. In the afternoon he holds Sunday School with all the Indians at Winona Lodge and has a prayer meeting with them during the week. Mr. Dudley Talbot has done valuable service in the religious education of the Indians, organizing the boys for missionary work among themselves, and having the general oversight of their prayer meeting, and their home life. A fuller account of the religious work among them will be given in the other reports. A number of them seemed anxious to take a more decided stand as Christians at the time of the religious interest in the school. Several of them were admitted to the school church, and some were confirmed in St. John's Episcopal church in Hampton. Their daily evening prayer meetings, which they conduct themselves, has been one of the most earnest on the place.

The religious work among the girls does not show itself so quickly as in the case of the boys. They do not so readily accept our quieter ways. They are more emotional and are not so quick to accept religious truth and act upon it. Their record after leaving school however, shows that the labor spent upon them bears even better fruit than that among the boys. They make better teachers, and are more devoted to their work and, as a rule, are purer in their lives notwithstanding the terrible temptations to which they are exposed. They have not the same opportunities here as the boys. The military organization of the school gives the young men training, and chances for self government, while there is nothing which corresponds to it among the young women,

#### *Sabbath Services.*

Our Sabbath at Hampton is not altogether a day of rest. At nine o'clock a. m. is held the student's prayer meeting of the whole school, Indian and colored, conducted by themselves. At its close a number of the students go directly to the Sunday schools of Hampton to teach. At eleven o'clock a. m. the colored Sunday School meets in Academic Hall. Immediately after dinner the students go out to hold cottage prayer meetings in the cabins of the old and poor. At 2 p. m. the Indian Sunday school is held under care of Rev. Mr. Gravatt. At 4 p. m. the whole school gathers for the preaching service of the day held in Bethesda church in the National Cemetery grounds. In the evening the exercises are usually conducted by the students.

The prayer meetings have been sustained with interest through the entire year and the students have discussed the subjects placed upon the cards containing the list of topics for the quarter. I have been asked whether these meetings did not encourage cant and expressions of feeling that they did not possess. This discussion of Bible truth has helped to take away that character from the meeting and they have thus commanded the respect of the best students in the school.

Our Sunday school is the centre of Christian work on the place. The work at Hampton is germinal and formative to a great degree. The lady teachers are the real Pastors of the school. They have a power over the student that no man could ever have. They meet them every day in their classes, they watch them with an eager interest to see whether they are developing right and exert an influence for good that is immeasurable. Hampton is unique in its great company of devoted lady teachers, and I believe that its success is largely due to that source. Every student that comes out into the Christian life is watched over and feels the influence of a pure Christian woman. This year we have introduced a system of written examinations which has shown very good proficiency in Bible study.

#### *Young People's Christian Association.*

This organization which now has its branch associations among the graduates, has a general charge of the religious and missionary work within and without the school. It has committees of teachers, graduates and students who have in charge the prayer meetings on the place, the missionary and temperance work, and thus, so far as possible, every student is made to feel that he has a definite duty to those around him. A similar association has been formed this year among the Indians.

#### *Missionary Work.*

An average of seventy students have gone out into the country about helping the poor, visiting the sick, repairing cabin floors and chimneys, supplying fire wood and food to those in need, reading God's word to the aged, gathering the children into little Sunday schools, teaching in the regular schools, and lending a helping hand everywhere. Some real help has thus been given to the poor people about, more has been received by the students. Several of the Indian children have helped in the Sunday school work and that among the cottages of the colored people, and several of the Indian boys have gone with the Rev. Mr. Gravatt to sing for the soldiers at the Soldier's Home the Sundays that he preached there. Reports have been made at the Sunday evening meeting, needy cases brought to notice, and the students have given of their small earnings to the help of those who were in greater need, and thus the school has been brought into greater sympathy with the colored people of the place than ever before. At Christmas, all the children of the colored Sunday schools of Hampton were invited to the Gymnasium on the school grounds, the ministers and Superintendents were invited upon the platform, and a Christmas service was held. Nearly a thousand children were present beside the students of the Normal school.

*Temperance Committee.*

The meetings of the Temperance Society on the school grounds have been largely attended and most of the students are members. A branch society has been started across the creek by the members and two others carried on with much success in Hampton.

*The Band of Mercy,*

under the care of the young man who has charge of the horses on the place, has held regular meetings for the promotion of humane feeling for the lower animals. A prize has been offered for the best article on the general subject of kindness to animals, and much interest has been shown.

*The Pastor's Class,*

has completed its second year. The attendance of the pastors in the vicinity, has been very encouraging, considering their scattered flocks, and the number of their other duties. That this class has made a marked change in the preaching of this region, is beyond question. "They won't choose a man to preach in a church around here unless he attends the class," said one of them. "They increased my salary \$100, that I might come here," said another. "Our council has decided not to ordain a minister who can't preach plain sermons," said a third. "I used to commence preaching like a horse run away, now I start out very sober," said one of the pastors of the class.

"When we started coming here, they made fun of us, called us school boys, wanted to know if we have got our lessons; now they won't have a preacher who don't come to school," said one of the older members of the class.

Rev. Dr. Woodfin, the white Baptist clergyman in Hampton, has taken up the study of the Old Testament with the class. Rev. Mr. Gravatt, the Episcopal Rector, the study of the New Testament. Rev. Mr. Tolman, Congregationalist, has pursued in a most practical way the study of Theology with them. Miss Alice Bacon has gone over the History of the Bible, and I have taken up the Preparation and delivery of sermons.

In all the departments, the teaching has been of the most practical character, having as the object, the giving these men an insight into the Bible truth, and enabling them to present it to their people in an intelligent manner. The class has numbered seventeen during the year, and there is a prospect of an increase in the year to come. Three of the graduates of the school entered last fall. Those students who live on the place, earn their board and clothes by the work of their hands, like the other students of the school, and need scholarships of \$70 a year to pay their tuition. It is hoped that during the present year cottages, costing \$300 apiece, may be erected on the school grounds, where those who are married may live, and thus the wife be elevated at the same time that the husband receives help in his studies. The experiment has already been tried with the Indians, and has worked successfully. In considering the results of the work of the pastors class, the effect which it has had in producing a kindly feeling toward the school among the colored preachers ought to be considered. Formerly they looked upon the work done here with suspicion, but now they are warm in their praises of it, and



seem to appreciate the endeavors it is making for their help. The missionary work of students and graduates has through this means come to have their hearty support. Another important result of the class has been the bringing together of the white and colored ministers, and the establishment of kindly relations between them. It has also brought the colored ministers together, and done away with much of the bigotry and jealousy of one another, that formerly existed. The older members of this class are now the only students on the place who came out of slavery, and it is pleasant to have this link to connect us with the past.

### *News Items, Political Economy and Civil Government.*

In order to have as many points of contact with the students as possible, I have met the school every morning for discussion of the items of daily news. The effect of these discussions is showing itself in more intelligent debates in their literary societies, and a general interest in the news of the day. As these students will in many cases be the only sources of information as to the topics of the day and the politics and government of the country in the region where they teach, this part of their instruction is of great importance. With the same thought in mind, I have met the Senior class once a week, for a talk on Civil Government the early part of the year, and Political Economy the latter part. They receive instruction in these branches during the year from Miss Bacon.

### *Visiting the Graduates.*

In order to keep in sympathy with the work our graduates are doing and understand so far as possible their needs, I have spent some part of each year for the last three years in visiting them in their schools, sometimes passing through the country on horseback and sometimes visiting the larger places on the railroad. I can see a marked improvement from year to year. The Hampton graduate of to-day is a much better equipped man than the one of five years ago. Yet with the old and young graduates, the record of our Hampton students for earnest, thorough work is encouraging. Some of the old graduates have kept closely at their books since their graduation. One of our teachers in Danville received a first grade certificate in an examination given to the most advanced white teachers of the city. I found at Lynchburg that our graduates were teaching classes far in advance of our Seniors. Everywhere they acknowledge the thorough drill they have received at Hampton. I am hoping to get out among them again this summer and to hold an Institute for Bible study in one of the counties in the western part of the State. In addition to my travels in the South, I have been able the past year to spend a month among the Indians in Dakota, taking 35 of our students to their homes in the West, placing them as teachers in schools and workers in the shops, and bringing with me to Hampton from their reservations on the Missouri 32 Indians. I believe that none of our work among them is lost. I found some of them in the blanket, in the camp, but even then there was a sense of shame, as they met me that gave promise of better things. Some of them had relapsed partially. They would go back to the camp for a time, but the better life would assert itself and they would come back, ask for



work, and struggle for better things. Many of them in the face of physical weakness and terrible temptation have fought a good fight. Out in a cemetery on the banks of the Missouri the interpreter showed me the grave of a Hampton student, and in his broken English he paid him his tribute of respect. "He try hard to walk to white man's way; *too* hard for him." He had died in the struggle. Some work steadily, cultivate farms, have nice respectable houses and live Christian lives.

In closing, I would respectfully make two suggestions. The first is as to the introduction of systematic instruction in music. We have at Hampton two races especially susceptible to its influence. There have come back from the returned Indian students requests that we would sing a favorite hymn for them at our prayer meetings. I was surprised to hear the Indians, whom I brought from the West, singing Moody and Sankey hymns on board the train, and when I asked where they learned them they pointed to one of our returned students and said he had taught them out on the reservation. The influence which a thorough knowledge of music would give our colored graduates in the Sunday Schools and day schools would be very great and its influence in their moral education here would be hopeful.

The other suggestion I have to make is for more systematic Biblical instruction in the regular classes. The Principal refers in his report to the tendency of the colored people to separate themselves from the whites into little communities where they often have no regular preacher and the teacher from Hampton has the entire charge of their religious instruction. My own experience bears out the statement. This being the case, it seems to me that the knowledge of the Bible gained on the Sabbath is not sufficient and that there is need of more regular instruction in this department. "I came to Hampton to learn to read my Bible" said the Omaha boy in his speech. When I ask the Indian boys who come to my study what we shall read, they always point to the Bible. The teachers have worked hard after school and at odd times on Sunday to meet this felt need. There are many students who have not missed a single opportunity of this sort during the whole year. But these extra hours added to the work of a long day is too much for the teacher and cannot be open to the whole school. Our graduates feel their own deficiency in this respect, for there is no knowledge more serviceable in most colored communities or that brings with it more influence to its possessor than the knowledge of God's word.



## REPORT OF THE ACTING TREASURER.

*To the Board of Trustees of the Hampton N. and A. Institute:—*

GENTLEMEN,

In presenting the financial statements for the year ending June 30, 1885, I wish to make grateful acknowledgment to a member of your Board and its former Treasurer, Gen. J. F. B. Marshall, for his constantly extended, courteous, and kindly aid. His manifestations of good will have been never-failing, and for his counsel and advice, always available and freely drawn upon, I desire to express my heartiest thanks. The efficiency of the office force, trained to thorough and accurate work, and the systematic organization that was found in all the details of the department were such as could only result from years of careful direction and thought. With such a foundation the work of carrying on the office has been one of comparative ease.

The death of Miss Jessie P. Morgan in December last, who had been for many years connected with the office and its Cashier since October, 1883, is still deeply felt. The loss of her faithful service, directed and governed by a clear mind and beautiful character, was a serious misfortune. With the exception of this sad event the department has met with no loss or drawback throughout the year.

The failure during the year of the largest bank in Norfolk, and a consequent extended local financial panic, occasioned no loss to the School either direct or indirect.

The receipts for the year include a gift toward a permanent Library Fund which is the first ever received for the purpose.

In the following "Recapitulation" the figures in Schedule C, "Industrial Accounts," represent only balances of cash transactions for the current year and do not include stocks of merchandise that any of the departments may carry.

The values placed on the Endowment Fund Securities in the list on page 7 represent their first cost to the School. The total footing, corresponding to the amount of Endowment Fund by statement of Assets and Liabilities on page 6, is very close to the present market value of the securities taken as a whole. Depreciation in some instances is nearly offset by rise in values of other items.

Respectfully submitted,

F. N. GILMAN,  
*Acting Treasurer.*

# Recapitulation of Balance Sheet, Hampton Normal

## Receipts.

### Schedule A. Donation Accounts, viz :

1.	For General Purposes .....	\$29,118 99	
2.	Special Purposes .....	14,420 64	
3.	Annual Scholarships .....	25,540 25	
4.	Beneficiary Fund.....	3,273 79	
5.	Indian Fund .....	2,152 87	
6.	Endowment Fund .....	3,505 19	
7.	Pastor's Salary .....	940 64	
8.	Butler School ..	128 00	
			\$79,080 37

### Schedule B. Income Accounts, viz :

1.	Interest of State Fund .....	10,329 36	
2.	Interest of Invested Fund.....	5,041 52	
			15,350 88

### Schedule C. Industrial Accounts, viz :

Cr. Balances of			
1.	Farm.....	\$ 267 87	
2.	Brick Kiln.....	1,335 05	
3.	Sewing and Tailoring Dept .....	1 004 08	
4.	Shoe Factory.....	2,207 38	
5.	Indian Training Shops.....	2,618 59	
6.	Normal School Press .....	830 59	
7.	Conservatory ..	22 36	
8.	Boarding Department ..	7,187 77	
			15,473 69
Less Dr. Balances of			
9.	Knitting Department .....	432 37	
10.	Hemenway Farm.....	103 47	
11.	Wood Carving School.....	15 74	
			551 58
			14,922 11

### Schedule D. Miscellaneous Accounts, viz :

1.	Sales of "Cabin and Plantation Songs," .....	74 10	
2.	Sales of Live stock, over purchases .....	180 00	
3.	House Lots, [old accounts,] .....	30 00	284 10
			109,637 46
	Cash Balance, June 30, 1884.....		9,307 88

\$118,945 34

The figures for "Industrial Accounts," represent all such Departments, except the Huntington Industrial Works. The statements of this account will be found at the end of the Treasurer's report.

*and Agricultural Institute, June 30, 1885.*

**Payments.**

**Schedule E. Investments of Endowment Fund** .....\$11,349 36

**Schedule F. Real Estate Accounts, viz :**

1.	Dormitory Building for Colored Girls .....	13,579 20	
2.	Laundry .....	1,144 40	
3.	Silo .....	584 38	
4.	Pierce Machine Shop Engine Room .....	722 05	
5.	Three Cottages for Indian families.....	681 08	
6.	Breakwater .....	1,397 36	
7.	Gymnasium.....	78 61	
8.	Fire Engine House .....	153 25	
9.	Blacksmith Shop .....	16 34	
10.	Water Apparatus.....	555 28	
11.	Huntington Industrial Works, (added to "Plant") .....	83 56	
12.	Repair and Improvement Account .....	6,324 01	
			<hr/> \$25,319 52

**Schedule G. Personal Property Accounts, viz :**

1.	Furniture.....	2,786 91	
2.	Knitting Machinery.....	101 00	
3.	Farm Implements.....	205 68	
4.	Library \$251.52; Library Outfit \$33.45 .....	284 97	
5.	Printing Office Outfit .....	274 27	
6.	Engineers Department.....	45 46	
7.	School Apparatus \$222.60; Text books, \$282.05....	504 65	
8.	Brass Band Outfit.....	102 05	
			<hr/> 4,304 99

**Schedule H. Current Expense Accounts, viz :**

1.	Salaries .....	25,755 75	
2.	Traveling Expenses.....	2,023 89	
3.	Subsistence of Teachers .....	13,743 57	
4.	Students and Ex-students' accounts, Dr. Balance .....	2,071 69	
5.	U. S. Indians, Dr. Balance .....	256 65	
6.	Indian Fund Outlays.....	2,127 27	
7.	Beneficiary Fund Outlays.....	2,769 81	
8.	Lecture Account .....	275 48	
9.	Reading room.....	64 76	
10.	Expense Account.....	11,403 21	
11.	Insurance .....	261 79	
12.	Pastors' Bible Class Expenses.....	300 00	
13.	Butler School Outlays .....	413 57	
14.	Southern Workman, Dr. Balance.....	766 24	62,233 68
			<hr/> \$103,207 55
Ledger Balances—transfers from Real Estate accounts, etc. ...			9,630 60
Cash Balance on hand June 30, 1885.....			6,107 19
			<hr/> \$118,945 34

(Signed, )

F. N. GILMAN, *Acting Treasurer.*

Examined, audited and approved, Sept. 17, 1885,

{Signed,}  
{Signed,}

CHAS. L. MEAD,  
GEO. F. PEABODY, { for the *Executive Committee.*



# STATEMENT OF CASH ASSETS AND LIABILITIES

JUNE, 30, 1885.

## LIABILITIES.

Endowment Fund.....	\$99,171 72	
Library Endowment.....	787 25	
Balances due on Construction Accts. and purchase of Real Estate.....	6,000 00	
Balance due on Insurance for premiums prepaid to Feb. '89	2,061 48	
Deposits and personal accounts.....	2,428 49	
Officers and Teachers, due on account salaries.....	2,110 66	
Accounts Payable.....	<u>4,810 11</u>	117,369 71

## ASSETS.

Endowment Fund, invested and on deposit.....	99,958 97	
Cash .....	6,107 19	
Due from Huntington Industrial Works.....	546 12	
“ “ United States for Indian Account.....	2,625 35	
“ “ S. B. Pratt & Co. for Knitting Department Mer- chandise.....	2,094 30	
“ “ National Soldiers' Home, rent of land.....	537 50	
Sundry Ledger Accounts Receivable.. .....	<u>51 17</u>	111,920 60
Net Liabilities....		\$5,449 11

## LIST OF SECURITIES FOR ENDOWMENT.

Bonds.	Cost to School.
\$ 1,000— “ Bridgeport Steamboat Co.....\$	1,000 00
2,000— “ Ithaca and Athens R. R.....	1,900 00
6,000— “ B. and M. in Nebraska 1st.....	4,937 50
1,000— “ St. Louis and Iron Mountain 2d.....	1,000 00
1,000— “ Union Pacific Sinking Fund 1st.....	1,000 00
1,000— “ Housatonic R. R. 1st.....	1,000 00
1,000— “ Southern Pacific in California.....	1,000 00
1,000— “ State of Georgia.....	1,000 00
12,000— “ St. Louis, Iron Mountain and Southern....	11,961 23
8,000— “ Chesapeake and Ohio, Series B.....	7,000 00
14,000— “ U. S. Consols (4's).....	14,453 12
3,000— “ U. S. 6's (Union Pacific).....	3,450 00
1,000— “ U. S. 6's (Central Pacific).....	1,150 00
Certificate Women's Branch U. S. Sanitary Commission.....	1,000 00
20 Shares N. Y. C. and H. R. R. R.....	1,994 35
10 “ L. S. and M. Southern.....	896 25
10 “ Michigan Central.....	1,156 51
38 “ Chesapeake and Ohio Railway.....	1,500 00
40 “ Meriden Cutlery Company.....	1,200 00
Deposit Union Savings Bk. Providence, R.I.	2,500 00
Deposit Savings Bk. Woonsocket, R. I....	2,500 00
Note Huntington Indus'l Wks. (Balance)	9,000 00
Loan to School General Fund, (Construction Acct's. and Insurance.).....	8,061 48
Deed “Fairfield Property” Hampton (rent paying.).....	1,500 00
Note and Deed in Trust C. H. Vanison....	162 29
“ “ “ Vanison & Davis..	148 50
“ “ “ John Dean.....	252 87
“ “ “ Boswell S. White.	400 00
“ “ “ Lewis Hansford..	268 62
“ “ “ Arthur Boykin....	200 00
“ “ “ F. D. Banks.....	200 00
Endowment Cash, deposited in N. Y. Life Insurance and Trust Company.....	15,379 00
Library Endowment, deposited in Boston Safe Deposit and Trust Company.....	787 25
	<hr/>
	\$99,958 97

New York, Sept. 8th, 1885.

I hereby certify that the above described securities have been examined by me at the Mercantile Safe Deposit Vaults where they are deposited, and found correct, with all coupons not due attached.

[Signed.]

CHAS. L. MEAD, Auditor.

The donations detailed in the following schedules are,—

1. THOSE FOR GENERAL PURPOSES—comprising contributions upon which no restrictions have been placed by the donors.

2. SPECIAL DONATIONS—including money received for sundry specified objects, mainly for building purposes.

3. ANNUAL SCHOLARSHIPS—gifts of \$70 each, paying the tuition of a student for one term.

4. BENEFICIARY FUND,—from which source aid is given to individual students who may be found worthy of some special help.

5. INDIAN FUND.—Contributions in aid of Indian work in general and applied also towards the support of Indian pupils not sent by the Government.

6. ENDOWMENT FUND,—representing gifts for Permanent Endowment, the income of which only can be used. The remaining numbers are special donations for Pastor's salary and Butler school.

Contributors may, in some instances, find their gifts acknowledged under different headings, as for example, one who gives \$100 may find \$70 placed with Annual Scholarships and the remainder among Donations for General Purposes.

**SCHEDULE A.****NO. 1. DONATIONS FOR GENERAL PURPOSES.****MASSACHUSETTS.****Boston.**

"A Friend".....	\$4,500 00
Mrs. Glendower Evans.....	25 00
H. H. Hunnewell.....	200 00
"A Friend".....	5,000 00
Miss Anne Wigglesworth.....	200 00
Mrs. Chas. J. Paine.....	200 00
Mrs. Anna L. Fields.....	100 00
Mrs. Anna C. Lodge.....	60 00
Richard Sullivan.....	10 00
Mr. and Mrs. B. F. Dewing.....	30 00
Miss Georgina Lowell.....	20 00
J. Ingersoll Bowditch.....	5 00
Mrs. Martin Brimmer.....	100 00
Estate of Mary E. Dana, } thro' C. B. Crockett and } Henrietta D. Lyman, Ex'rs }	350 00

**Dorchester.**

Village Church thro' Thos. } Cayton..... }	22 06
Friends in 2d Congregation- } al Ch., thro' Miss Eliza- } beth Tolman..... }	3 00
B. C. Hardwick.....	30 00

**Worcester.**

Charles & Elizabeth S. Nash.....	20 00
Miss Katharine Allen.....	25 00
Mrs. Fannie M. Hill.....	14 00
Mrs. E. B. C. Washburn.....	100 00

**Pittsfield.**

South Street Sunday School } thro' Wm. Tolman, Supt. }	12 00
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**Fitchburg.**

Interest of Fitchburg Ch. } Fund thro' A. M. Assoc. }	560 00
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**Cambridgeport.**

E. D. Leavitt, Jr.....	50 00
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**Charlestown.**

Winthrop Church and S. S. } thro' G. S. Poole..... }	5 00
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**Stockbridge.**

Helen C. Butler.....	5 00
Cong. Church, thro' D. R. } Williams..... }	48 96

**Amesbury.**

John G. Whittier.....	30 00
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**North Billerica.**

Mrs. Calvin Rogers thro' } Mrs. E. R. Gould..... }	4 00
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**Hadley.**

Emma W. Bonney.....	1 00
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**Agawam.**

Congregational Church S. S. } thro' American Missionary } Association..... }	5 00
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**Westfield.**

James Noble.....	10 00
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**New Bedford**

1st Congregational Church, } thro' Rev. W. J. Potter. }	100 00
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**Northampton.**

Mrs. J. P. Williston.....	25 00
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**East Cambridge**

J. H. Jennings.....	5 00
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**Great Barrington.**

Congregational Church S. S. } thro' H. G. Dodge, Treas. }	14 35
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**Leicester.**

Samuel May.....	50 00
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**North Adams.**

Congregational S. S. thro' } C. W. Ford, Treas..... }	27 94
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**Newburyport.**

W. A. Banister and F. C. } Briggs, Residuary Legatees } of Estate of Sarah Banis- } ter Hale, late of Newbury- } port..... }	5,000 00
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**NEW YORK.****City.**

Mrs. Sarah R. Osgood.....	100 00
Calvary Church S. S., thro' } Wm. Alex. Smith, Treas. }	44 58
Isaac E. Smith and Son.....	200 00
H. C. Howells.....	50 00
Charles B. Alexander.....	100 00
Mrs. Matilda W. Bruce.....	5 00
Estate of Wm. Cooper, thro' } Geo. C. Cooper, Ex'r..... }	100 00

Church of the Holy Trinity, thro' Rev. W. F. Watkins, } D. D. ....	89 89	Mrs. S. W. Crittenden, ....	10 00
Anson Phelps Stokes, ....	250 00	(Received thro' A. D. Whittemore.)	
Thomas Newbold Lawrence, thro' Fannie I. Stuyvesant, ....	50 00	H. O' R. Tucker, ....	2 00
Mrs. C. H. De Lamater, ....	20 00	<b>Buffalo.</b>	
Fourth Ave. Presb. Church, } thro' Thos. Cayton, ....	46 33	Collections in Buffalo thro' } Rev. W. S. Hubbell, ....	120 00
Mrs. John M. Martin, ....	5 00	Sidney Shepard, ....	100 00
Mrs. R. L. Stuart, ....	3,000 00	<b>Watertown.</b>	
B. G. Clark, ....	30 00	Mrs. Robert Lansing, ....	1 00
W. S. Pyle, thro' Thos. Cayton	10 00	<b>Cornwall on Hudson.</b>	
Mrs. Nathan Asiel, ....	10 00	Mrs. Lyman Abbott, ....	7 00
W. H. H. Moore, ....	100 00	<b>Ansaible Forks.</b>	
Memorial Presb. Church, } thro' Rev. C. S. Robinson, D. D. ....	323 31	Miss. Ella McClerkin, ....	5 00
St. George's Church, thro' } Henry P. Marshall, Treas. ....	137 15	<b>Goshen.</b>	
Broadway Tabernacle, ....	400 00	Miss Martha Wisner, ....	100 00
Mrs. Geo. A. Osgood, ....	50 00	<b>Albany &amp; Troy.</b>	
Mrs. E. P. Ellingwood, thro' } C. A. Stoddard, ....	50 00	Collections thro' Rev. } H. B. Frissell, ....	3 88
Wm. L. Skidmore, ....	30 00	<b>Syracuse.</b>	
Mrs. Caroline D. Ely, thro' } Domestic and Foreign } Missionary Society, ....	100 00	Collections in Plymouth } Church, ....	12 55
Henry B. Renwick, ....	250 00	<b>Rochester.</b>	
B. Scott Hurt, ....	50 00	Mrs. Chloe Wilcox, thro' } Rev. D. Dickey, ....	20 00
"M. M. R." ....	100 00	Mrs. Sarah A. Gale, thro' } Rev. D. Dickey, ....	15 00
John Collamore Hatch, ....	1 00		
Sereno D. Bonfils, ....	1 00	<b>PENNSYLVANIA.</b>	
John Taylor Johnston, ....	100 00	<b>Philadelphia.</b>	
Wm. Alex. Smith, ....	50 00	Samuel R. Shipley, ....	20 00
Mrs. Wm. Alex. Smith, ....	10 00	M. C. Cope, ....	100 00
Holy Trinity S. S. Harlem, } thro' Rev. R. H. McKim, } D. D. ....	13 58	Mrs. Elizabeth H. Farnum, ..	100 00
		Israel Morris, ....	50 00
		Mrs. Mary Gillespie, ....	20 00
		Charles D. Reed, ....	1,000 00
		James Manderson, ....	100 00
		Mrs. Harriet W. Marshall, ...	50 00
		Edward Coles, ....	50 00
		<b>CONNECTICUT.</b>	
<b>Brooklyn.</b>		<b>Farmington.</b>	
Geo. A. Jarvis, ....	20 00	Farmington Cong. Church } and S. S., thro' Rev. T. } K. Fessenden, ....	100 35
Reformed Church on the } Heights, ....	58 10	Trustees of the Homer } Treat Fund, thro' Rev. } T. K. Fessenden, ....	117 23
Church of the Messiah, thro' } Jas. H. Evans, ....	47 50	Pupils of Miss Sarah Porter's School, ....	5 00
Willoughby Ave. S. S. thro' } Alfred O. Blaisdell, ....	40 00		
Lafayette Ave. Church, ....	25 00		
Washington Ave. Baptist } S. S. Missionary Society, } thro' Thomas Vernon, ...	25 00		
Geo. F. Peabody, ....	100 00		
<b>New Brighton, Staten Island.</b>			
Mrs. Edw. C. Bridgman, ....	10 00		
<b>Troy.</b>			
H. G. Ludlow, thro' Miss } Anna D. Ludlow, ....	300 00		
<b>Utica.</b>			
Mrs. M. H. Griffith, ....	10 00		
Miss Sheffield, ....	5 00		



**Hartford.**

Mrs. Mary C. Hunt.....	25 00
Collections in Hartford thro' Rev. H. B. Frissell...)	5 00
A Friend thro' S. A. Hub- bard.....)	10 00
A Friend thro' S. A. Hub- bard.....)	1 00
Asylum Hill Cong. S. S. thro' Arthur H. Bronson, Tr.	20 00
Estate of Dr. John R. Lee, thro' John Hooker, Trustee.	1,700 00

**Middlefield.**

Mrs. David Lyman.....	14 00
Frances W. Perkins.....	24 00
Sarah L. Dickinson.....	20 00
Miss Mary E. Lyman.....	15 00

**Southport.**

Elbert B. Monroe.....	200 00
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**Windsor Locks.**

Mrs. Lydia P. Dexter.....	200 00
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**Birmingham.**

W. E. Downes.....	5 00
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**Watertown.**

M. Heminway.....	500 00
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**New Haven.**

Mrs. O. P. Winchester.....	10 00
Mrs. Martha C. Read.....	5 00
Miss Harriet Peck.....	2 00
Collections at meeting in New Haven.....	5 00

**Stamford.**

Presbyterian Church collec- tions.....	90 76
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**East Canaan.**

Sarah A. Foster.....	4 00
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**New Britain.**

South Church, thro' Rev. J. W. Cooper.....	44 74
First Church of Christ thro' G. S. Burroughs.....	44 74
A member of South Cong. Ch. thro' W. H. Hart, Treas.	5 00

**Norwich.**

Park Congregational Church, thro' H. L. Butts, Treas...	50 00
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**New London.**

Congregational Church.....	25 00
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**NEW JERSEY.****Orange.**

First Presb. Church, thro' Rev. H. M. Storrs, D. D..	94 71
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J. W. Stickler.....	55 00
William Williams.....	10 00
W. D. Hagers.....	5 00
Mrs. M. J. Buckley.....	10 00

**Morristown.**

Mrs. Theodore F. Randolph, thro' A. Edman.....	20 00
"Hearts Content".....	10 00

**Plainfield.**

Rev. W. R. Richards.....	50 00
Crescent Ave. Presb. Ch. thro' W. H. Sampson, Treas.	72 00

**Brick Church.**

Mrs. G. Furman.....	10 00
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**Trenton.**

James P. Stevens.....	25 00
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**NEW HAMPSHIRE.****Pittsfield.**

J. S. Pike.....	10 00
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**Goffstown.**

Mary A. Stinson.....	4 00
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**VERMONT.****St. Johnsbury.**

North Church S. S. thro' Wm. C. Tyler, Treas.....	4 50
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**Bethel.**

S. S. Scholar thro' Miss E. J. Child.....	50
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**RHODE ISLAND.****Newport.**

A. M. Kimber.....	50 00
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**Providence.**

Union Church, thro' Rev. J. Hall Melvaine.....	29 25
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**VIRGINIA.****Fortress Monroe.**

Friend at Hygeia Hotel.....	15 00
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**FRANCE.****Paris.**

Mrs. J. M. Crafts.....	25 00
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Total.....\$29,118 99

## SCHEDULE A.

## NO. 2. DONATIONS FOR SPECIAL PURPOSES.

## MASSACHUSETTS.

## Boston.

A friend for Girls' New Dormitory.....	\$2,000 00
Mrs. Mary Hemenway, for Drainage and Sanitary Improvements....	800 00
Mrs. J. Huntington Wolcott, for Girls' New Dormitory.....	100 00

## Peabody.

Children's Missionary Society in Congregational Church, for Furniture for Girls' New Dormitory.....	5 00
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## Canton.

Elijah A. Morse, for Girls' New Dormitory.....	300 00
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## Springfield.

Hampton Club, thro' Miss Ida M. Southworth Treasurer, for Girls' New Dormitory .....	300 00
Hampton Club, thro' Miss Ida M. Southworth Treasurer, for Indian Hospital.....	238 00

## Westfield.

Mrs. S. C. Rand, for Piano for Indians.....	15 00
Miss Helen Rand, " " " " .....	10 00
Miss E. T. Crane " " " " .....	5 00

## West Newton.

Mrs. E. N. L. Walton, for Freight on Books.....	2 54
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## Brookfield.

"Friends," for Girls' New Dormitory.....	3 00
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## North Brookfield.

"Friends," for Girls' New Dormitory.....	7 00
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## NEW YORK.

## City.

Sarah S. Rose, for Girls' New Dormitory.....	300 00
Miss C. L. Wolfe, " " " .....	200 00
E. S. Van Winkle, " " " .....	25 00
Mrs. M. B. Wheeler " " " .....	300 00
Presbyterian Memorial Church thro' } for Girls' New Dormitory.....	600 00
Rev. C. S. Robinson, D. D.,	
Z. Stiles Ely, for Girls' New Dormitory.....	100 00
D. Willis James, " " " .....	300 00
D. Willis James, for Pastors' Class Expenses.....	100 00
Mrs. Robt. Hoe Jr., " " " .....	50 00
B. Scott Hurtt, for Library Books.....	10 00
C. H. Kelsey, " " " .....	10 00
Stephen Angell, " " " .....	10 00
Morris K. Jesup, for Girls' New Dormitory.....	300 00
Mrs. Melissa P. Dodge, for Indian Hospital.....	100 00

**Rochester.**

Miss Geo. C. Curtis, for Library Books.....	10 00
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Brooklyn.

R. A. Donaldson, for Library Books.....	5 00
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Elmira.

Henry S. Redfield, for Library Books.....	10 00
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Utica.

Mrs. S. A. Gilbert, for Cottage for Indian Family.....	200 00
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Miss. S. E. Gilbert, " " " " " " .....	200 00
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(Received through A. D. Whittemore.)

Poughkeepsie.

II. L. Young, for Expressage on Pamphlets.....	5 00
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Penn Yann.

Circle of Young Girls, thro' Miss S. F. Sheppard towards furnishing Hospital in Girls' Dormitory.....	20 00
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**Astoria.**

Miss S. Carrington's School, for Library Books.....	12 00
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CONNECTICUT.

Litchfield.

Mrs. James Hoppin, for Girls' New Dormitory.....	5 00
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Mrs. T. F. Allen,	"	"	"	"	.....	15 00
Mrs. M. C. W. Allen,	"	"	"	"	.....	

Mrs. H. S. Van Winkle,	"	"	"	.....	10 00
Mrs. George Richards,	"	"	"		5 00

Mrs. George Richards,	"	"	"	.....	5 00
Mrs. Henry & Miss Emma Adams	for Girls' New Dormitory				15 00

Mrs. Henry & Miss Emma Adams, for Girls' New Dormitory.....	15 00
Mrs. T. F. Olmstead, for Girls' New Dormitory.....	10 00

Mrs. T. F. Olmstead, for Girls' New Dormitory.....	16 00
"A Lady" " " " " .....	50 00

A Lady	.....	50 00
Miss Emily Wheeler, " " " "	.....	10 00

Mrs. A. M. Wiggin,	"	"	"	"	.....	5 00
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## Hartford.

Mrs. H. A. Perkins, for Girls' New Dormitory.....	300 00
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Charles Dudley Warner, 1	Cottage for Indian Family.....	125 00
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Mrs. Samuel L. Clemens, }	Cottage for Indian Family .....	125 00
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Southport.

Estate of Frederick Marquand, for Girls' New Dormitory.....	5,000 00
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Estate of Frederick Marquand, for Kitchen & Bakery Virginia Hall. 1,631 67

New Haven.

Miss Ellen M. Prichard, for Christmas Entertainment for School . . . II ∞

Watertown.

John De Forest, for Printing etc.....	60 00
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New Britain.

Rev. J. W. Cooper, for Library Books.....	10 00
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OHIO.

Cleveland.

Mrs. Amasa Stone, for Library. ....	15 00
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## NEW HAMPSHIRE.

**Waterville.**

Waterville Missionary Society, thro' Mrs. F. N. & Miss Peloubet, for Furniture for Girls' New Dormitory.....	28 00
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## PENNSYLVANIA.

"A Friend," for Girls' New Dormitory.....	5 00
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**Wyoming.**

Payne Pettebone, for Library Books.....	5 00
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## ILLINOIS.

**Chicago.**

Miss McCormick, thro' Miss E. R. Waite, for Library Books.....	20 00
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## INDIANA.

**Fort Wayne.**

Circle of Young Ladies, thro' Mrs. M. C. Garvin, for Furnishing Room in Girls' New Dormitory.....	30 00
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## LOUISIANA.

**New Orleans.**

Christ's Church thro' Rev. A. J. Drysdale, D. D., for Cottage for Indian Family.....	225 00
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## VIRGINIA.

**Hampton.**

Rev. Richard Tolman, for Library Books.....	25 00
Miss Anna D. Ludlow, for Furnishing Room in Girls' New Dormitory.	40 00

## FRANCE.

**Paris.**

Mrs. Robt. G. Shaw, for Library Books.....	10 00
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## MISCELLANEOUS.

From Library Contribution Box .....	22 30
Friends, thro' Dudley Talbot, for Fitting up Wigwam Library.....	15 13

Less John De Forest's Donation Transferred to "Southern Workman"

\$14,480 64

60 00

\$14,420 64

## SCHEDULE A.

## No. 3. GIFTS OF ANNUAL SCHOLARSHIPS, \$70.00 each.

The number given by each individual is placed opposite his or her name.

## MASSACHUSETTS.

## Boston.

J. W. Field.....	2
E. Pierson Beebe.....	1
Mrs. J. M. Beebe.....	1
Samuel Eliot.....	1
Mrs. Nancy B. Curtis.....	2
"A Lady in Boston," thro' Mrs. Miron Winslow.....	1
J. N. Denison.....	1
J. Huntington Wolcott.....	1
Mrs. J. Huntington Wolcott.....	1
Huntington Frothingham Wolcott.	1
H. P. Kidder.....	1
F. H. Peabody.....	1
Frank Wood.....	2
Mrs. Geo. R. Russell, [1 for Ind.]	5
Miss Marion Russell.....	1
Miss H. W. Kendall.....	1
West Boston Charity School, thro' Alex. Wadsworth.....	1
"A Friend".....	1
Mrs. Helen G. Means.....	1
Ladies of First Church.....	4
Mrs. Mary Lowell Putnam.....	1
*Mrs. Mary G. Pickering [1 for Ind.]	2
Rufus S. Frost.....	1
W. S. Houghton.....	1
Miss Mary Anne Wales [1 for Ind.]	2
Mrs. Anna C. Lodge [1 for Indian]	2
Miss Mary A. Tappan [1 for Ind.]	2
Mrs. C. P. Hemenway.....	1
E. R. Mayo.....	1
Mrs. C. H. Joy.....	1
Mrs. G. H. Shaw.....	3
Mr. and Mrs. B. F. Dewing.....	1
*Mrs. Robt. Treat Paine, Jr.....	1
Robt. Treat Paine, Jr.....	1
Amos A. Lawrence.....	1
Saml. Johnson.....	1
William Endicott, Jr.....	1
J. Ingersoll Bowditch.....	1
W. O. Grover.....	2
John Cummings.....	1
S. D. Warren.....	1
Mrs. C. A. Johnson.....	2
Mrs. E. A. Fish.....	1
Martin Brimmer.....	1
*Miss Charlotte Upham.....	1
*Trinity Church S. S. thro' Mrs. Lucy R. Woods.....	1
Miss Abby W. May.....	1
Park St. Church S. S. thro' C. W. Pratt, Treas.....	1

## Northampton.

Girls' Classical School, thro' Mary A. Burnham.....	1
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Smith College Missionary Society, thro' Kate S. Woodward and Mary E. Duguid, [1 for Indian].....	4
Young Ladies of Miss Capen's House thro' Julia Cope and Bessie F. Gill	1

## Warren.

Congregational Sunday School thro' Jas. D. Kimball, Sec....	\$53.00
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## Natick.

Congregational Sunday School thro' J. O. Wilson.....	1½
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## Lowell.

*"Happy Helpers," thro' Helen F. Greene .....	\$35.85
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## Salem,

Mrs. N. D. Cole.....	4
(1 Scholarship paid for 3 years )	

## Medford.

Mrs. Mary E. Stearns.....	1
Miss Helen Porter, [1 for Indian]..	2

## Charlestown.

Winthrop Church & Sunday Sch'l thro' G. S. Poole.....	1
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## Stockbridge.

Miss Alice Byington.....	2
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## Lee.

Elizur and Wellington Smith.....	2
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## Springfield.

Mrs John Southworth.....	1
"Hampton Club" thro' Ida M. Southworth, [1 for Indian] .....	2

## North Adams.

Congregational Sunday School thro' C. W. Ford, Treasurer.....	1½
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## Jamaica Plain.

Mrs. Geo. Faulkner, thro' Thos. Cayton.....	1
Central Congregational Ch Sunday School, thro' S. B. Capen.....	1
Mrs. John Simpkins.....	1

## Brookline.

Members of Rev. Howard N. Brown's Church, thro' Thomas Cayton.....	1
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\* Scholarships marked thus \* for Indian students.



Hon. Theodore Lyman..... 1

### Fitchburg

Calvinistic Congregational Sunday  
School Society, thro' Albert C.  
Brown Treasurer..... 1

### North Brookfield,

First Congregational Ch. Sunday  
School, thro' J. E. Porter Treas. ¼

### Lynn.

Amos P. Tapley..... 1  
The Misses Isabel & Kate C. Ireson 1

### Newton

Miss Mary C. Shannon..... 1  
Joseph N. Bacon..... 1  
Eliot Church Sunday School thro'  
John M. Byers, Treasurer..... 1  
\*J. W. Davis..... 1  
\*Mrs. J. W. Davis..... 1

### Williamstown.

Rev. J. H. Denison..... 2

### Cambridge.

Little Pilgrim Missionary Society,  
thro' Rev. G. R. Leavitt..... 1  
Mrs. Caroline Tappan..... 1

### Worcester.

Collected by Misses Bacon & Perley,  
thro' Samuel S. Green..... 1  
Mrs. Fannie M. Hill, thro' Samuel  
S. Green..... 1  
Collected by Lucie A. Young, thro'  
Samuel S. Green..... 1  
The Misses Burnside..... 1  
P. L. Moen..... 1

### Alford.

Rev. J. Jay Dana..... 1

### Dorchester.

Rev. J. H. Means..... 1  
Mrs. E. J. W. Baker..... 3  
B. C. Hardwick..... 1

### Holbrook.

\*Winthrop Sunday School, thro'  
Geo. B. French..... \$25.00

### Marlboro,

\*Union Congregational Sunday  
School, thro' Clara I. Newton... ¼

### Roxbury.

Miss Anna C. Lowell, [1 for Ind.] 2

### Westfield.

First Congregational Church, thro'  
American Missionary Assoc'n .. 1

### Ware.

East Congregational S. S. thro'  
H. B. Anderson..... 1

### Waltham.

Mrs. William E. Bright..... 1

### North Billerica.

The "Mrs. James R. Faulkner  
Scholarship" by The Misses  
Faulkner..... 1

### Chicopee.

\*2d Congregational Church, thro'  
American Missionary Society.... 1

### Fall River.

\*Central Church Sunday School  
thro' E. T. Marvell, Supt..... 1

### Magnolia.

"Magnolia Scholarships" by Ladies  
at Ocean Side Hotel..... 2

## NEW YORK.

### City.

Mrs. L. E. Hunting's Class in  
Trinity Church..... 1  
Morris K. Jesup..... 1  
Mrs. Anna M. Van Santvoord..... 1  
Mrs. Matilda W. Bruce..... 1  
Mrs. Samuel Lawrence..... 1  
\*Banyer Clarkson..... 1  
\*Mrs. Ann D. Brown..... 4  
Holy Trinity Church Sunday Sch'l  
thro' Rev. Kenneth Mackenzie,  
Jr., [1 for Indian]..... 2  
\*Edward and Sarah Ferguson..... 1  
\*The four Morgan Children thro'  
Mrs. J. T. Morgan..... 1  
Mrs. Sarah S. Rose, [1 for Ind'n.] 2  
\*Mrs. Sarah M. Wood..... 1  
R. Fulton Cutting, thro' Thomas  
Cayton..... 5  
\*James M. Brown..... 1  
B. G. Clark..... 1  
\*Iverson, Blakeman, Taylor & Co. 1  
John Greenough..... 1  
\*Mrs. L. B. Denny..... 1  
\*Miss Melissa D. Atterbury, thro'  
Memorial Presbyterian Church.. 1  
\*Edith and Mary T. Bryce..... 2  
Danl. F. and Bessie T. Ginna..... 1  
Miss Phebe T. Magie..... 1

Mrs. Eliza T. Bryson.....	1
*Mrs. Theo. Irving's School.....	1
Reed, thro' Broadway Tabernacle: One each from M. C. D. Borden, Miss N. M. Sandham, E. F. Brown- ing, Tabernacle Sunday School, Pilgrim Church Sunday Sch'l, thro' Chas. E. Hope, Treasurer.....	4 1
*Bethany Sunday School, thro' J. Brewer, Jr.....	1
Mrs. Ann Aitken.....	1
*Mrs. Mary A. Dorman.....	1
Young Ladies of Susan M. Alexan- der's Bible Class.....	1
*Miss Julia Rhinelander.....	1
*Miss Serena Rhinelander.....	1
William L. Skidmore.....	1
The "Eleanor Jones" Scholarship..	1
Mr. and Mrs. H. K. Stearns.....	1
*Mrs. Thomas Denny.....	1
Youth's Missionary Association of Memorial Church, thro' Rev. C. S. Robinson, D. D.....	1
Chas. L. Mead.....	1
*The "Lana AcTela Society," thro' Miss B. D. Armstrong.....	3
(One Scholarship paid for three years.)	
A. M. Dodge.....	2
Calvary Church Sunday Sch'l, thro' Wm. Alex. Smith, Treas.....	1
84th St. Presbyterian Church Sun- day School, thro' Martha Kennedy Treasurer.....	1
Trustees of Murray Fund, thro' D. S. Taber, Treasurer.....	1
S. T. Gordon.....	1
*Miss J. A. Owen.....	1
James Black.....	1
Z. Stiles Ely.....	1
Mrs. T. G. Sellow.....	1
Miss Harriet Bement.....	1
Miss Alletta Lent.....	1
Wm. B. Lent.....	1
All Souls Unitarian Church, thro' Geo. R. Bishop.....	1
Mrs. Mary J. Griffith.....	1
Charles A. Miller, [1 for Indian]...	2

### Brooklyn.

*Wm. G. Low.....\$45.00 and First Presbyterian Church Sunday School, thro' John O. Ball, Treas	1
*Mrs. Edward H. Tobey.....	1
Atlantic Ave. Sunday School thro' Jas. H. Thorp.....	1
Hon. and Mrs. Seth Low.....	1
*Mrs. Dean Sage.....	1
*Missionary Society of Bethany Chapel, thro' Matilda H. Spelman	1
*The Misses Caroline and Ellen Thurston.....	2

### Buffalo.

Hon. Pascal P. Pratt.....	1
Hon. Sherman S. Rogers.....	1
Mrs. Henry Montgomery.....	1
Ladies of North Church, thro' Mrs. S. G. Kennedy and Mrs. James H. Jewett.....	1
"A Lady Friend".....	1
Richard K. Noye.....	1/2
E. H. Howard.....	1
John M. Bemis.....	1
Mrs. A. H. Nye.....	1/2
(Above eight Scholarships received thro' Rev. W. S. Hubbell.)	
"Prout's Neck Scholarship".....	\$71.34
Contributed by	
Miss Marcia Bryant,	
" Mary C. Hubbell,	
" Susie Hubbell,	
" Amy Whitman,	
" Elsie Francis,	
" Mabel Gage.	
Harbor Mission Sunday School thro' Miss Liska Stillman.....	1
First Presbyterian Church, thro' D. Tobes.....	1

### Port Henry.

Mrs. Frank S. Witherbee.....	1
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### Utica.

Young Ladies Missionary Society of First Presbyterian Church, thro' A. D. Whittemore.....	1
Mrs. A. D. Whittemore, thro' Ladies Missionary Society.....	1
*Westminster Presbyterian Church, thro' Mrs. J. B. Morse.....	1
{ Primary Dept. of S. S. \$35.00 }	
{ Ladies Miss'ny Soc.....\$35.00 }	
*Mrs. Daniel Crouse.....	1

### Rochester.

Alfred Wright, thro' A. D. White- more.....	1
St. Peters Presbyterian Ch., thro' A. D. Whittemore.....	1
Gen. A. W. Riley.....	1
Hough & Ford.....	1
Alfred Bell.....	1
Estate of E. H. Hollister.....	1
First Presbyterian Church, thro' G. C. Buell.....	1

### Poughkeepsie.

*First Presbyterian Sunday School, thro' Edmund P. Platt.....	1
The Society for Religious Inquiry Vassar College, thro' Ida J. Butcher, Treasurer.....	1
Miss Abby E. Cleaveland.....	1

\* Scholarships marked thus \* for Indian Students.

**Syracuse.**

D. P. Wood.....	1
Miss Frances H. Cogswell.....	1
*Unitarian Sunday School, thro'	
Miss Bessie T. Calthrop, Treas..	1
Miss Mary C. Wood.....	1
*Mrs. C. Land, thro' A. D. Whitte-	
more.....	1/2
*Mrs. C. W. Snow, thro' A. D.	
Whittemore.....	1/2

**Albany.**

Mr. and Mrs. George R. and Miss	
Eleanor Meneely.....	1
Ladies of Congregational Church,	
"The Smart Scholarship," thro'	
Mrs. John E. Bradley.....	3
(Scholarship paid for 3 years.	
*Grace Hallam Learned.....	1

**Canandaigua.**

Ladies Home Missionary Society,	
First Congregational Church, thro'	
Mrs. J. C. Draper, Treasurer....	1

**Wappingers Falls.**

*Men's Bible Class Zion's Church,	
thro' Irving Grinnell.....	1

**Troy.**

*Miss Margaret E. Gale.....	1
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**CONNECTICUT.****Hartford.**

Roland Mather.....	1
Mrs. Geo. Roberts and Sons.....	1
Mrs. Ellery Hills, thro' Rev. T. K.	
Fessenden.....	1
Mrs. Mary E. Perkins, thro' Rev.	
T. K. Fessenden.....	1
Park Church Sunday School.....	1
Mrs. H. A. Perkins.....	1
Edward W. and Miss Mary W Wells	
Henry P. Stearns.....	1

**Waterbury.**

Second Congregational Ch. Sunday	
Sch'l., thro' A. M. Blakesley, Treas	1
Ladies Union, Sec. Congregational	
Church, thro' G. E. Cooke, Treas	1

**Southington.**

Mrs. J. A. Dickerman, thro' Rev.	
T. K. Fessenden.....	1
First Congregational Sunday Sch'l,	
thro' M. E. Gridley.....	1

**Fairfield.**

Mrs. Henry T. Curtiss.....	1/2
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**Norwich.**

Miss Mary F. Norton.....	1
Henry B. Norton.....	1

**Stamford.**

Miss Emeline S. Hawley.....	1/2
Hiram Dewing, thro. A. D. Whitte-	
more.....	1
A. S. Swords.....	1
Rev. Dr. R. P. H. Vail and H. M.	
King.....	1
Alexander Milne.....	\$52 50

**Birmingham.**

W. E. Downes.....	1
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**Windsor.**

Mrs. Mary E. Pierson.....	1
Congregational Sunday School and	
Mrs. W. S. Pierson.....	1

**Watertown.**

*John H. Nettleton.....	1
John DeForest.....	2

**New Haven.**

A Friend.....	1
Mrs. Martha C. Read.....	1
*Mrs Emily M. Fitch.....	1
Mrs. Eli Whitney, Jr.....	1
*Justus S. Hotchkiss.....	1
Mrs. T. M. Dexter & J. D. Wheeler	
Henry W. Farnam.....	2
Davenport Mission Circle, thro'	
Miss Susie Killam, Sec.....	1

**West Winsted.**

Sec. Congregational Sunday Sch'l,	
thro' S. F. Dickerman, Treas...	1

**Wethersfield.**

Miss Frances M. Wright.....	1
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**Southport.**

*Congregational Church, thro' Rev.	
W. H. Holman.....	1

**Farmington.**

Pupils of Miss Sarah Porter's Sch'l	1
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**New Britain.**

First Church, thro' L. H. Pease...	1
South Church Sunday School, thro'	
Edward H. Case.....	1

• Scholarships marked thus • for Indian Students.

**Bridgeport.**

\*H. M. Knapp..... 1  
First Congregational Ch. Sunday  
School, thro' C. M. Middlebrook..... 1

**Greenwich.**

Congregational Church, thro' Nel-  
son B. Mead..... 1

**Middlefield.**

Mrs. David Lyman..... 1  
Lyman A. Mills..... 1

**VERMONT.****St. Johnsbury.**

\*North Congregational Ch. Sunday  
Sch'l, thro' Wm. C. Tyler, Treas. .... 1

**Woodstock.**

Frederick Billings..... 1

**PENNSYLVANIA.****Philadelphia.**

A. McIntyre..... 1  
The Misses Mary and Elizabeth W.  
Lewis..... 2  
James A. Wright..... 1  
Jacob P. Jones..... 1  
Alfred Elwyn..... 1  
Enoch Lewis..... 1  
B. H. Bartol, [1 for Indian]..... 2  
Benj. Coates..... 1  
Miss Mary Coates..... 1  
\*Susan Long-treth..... 1  
Juliana Wood..... 1  
Mr. and Mrs. James Whitall..... 2  
The Misses Newlin..... 3  
Miss Sarah Lewis..... 1  
Sunday School of Green Hill Pres-  
byterian Church, thro' M. Blynn,  
Superintendent..... 1  
\*Miss C. E. Cope..... 1  
Penn'a Abolition Society, thro' Dill-  
wyn Parrish..... 3  
Fairman Rogers..... 1

**Germantown.**

Second Presbyterian Ch. Sunday  
School, thro' A. R. Perkins, Jr.. .... 1  
Redwood F. Warner..... 1

**Lebanon.**

\*Mrs. G. D. Coleman..... 1

**Meadville.**

Mrs. Francis S. Huidekoper..... \$40

• Scholarships marked thus • for Indian students.

**NEW JERSEY.****Belvidere.**

Mrs. M. A. Blair..... 1/2  
Mrs. D. C. Blair..... 1/2

**Princeton.**

Miss Janetia Alexander..... 1

**Orange.**

A. Lang..... 1/2  
John O. Heald..... 1/2  
D. A. Heald..... 1  
N. Tooker..... 1/2

**East Orange.**

\*The Willing Workers Mission Band  
of First Presbyterian Church, thro'  
Rev. Geo. S. Webster..... 1

**Montclair.**

\*First Congregational Church..... 1  
Mrs. Ann E. Crump..... 1  
St. Mark's M. E. Church, thro' Ed.  
A. Smith..... \$52.56

**Brick Church.**

Children of M. Howell..... 1

**Plainfield.**

\*Crescent Ave. Sunday School, thro'  
S. Cahoon, Treas..... 1

**RHODE ISLAND****Newport.**

Mrs. A. M. Kimber..... 1

**Providence.**

Beneficent Congregational Sunday  
School, thro' J. C. Hall..... 1

**OHIO.****Cleveland.**

Workers and Winners Society of  
Calvary Chapel, thro' Miss Annie  
Bushnell..... 1  
Mrs. Amasa Stone..... 2

**ILLINOIS.****Quincy.**

\*First Congregational Ch. Sunday  
School, thro' Rev. S. H. Dana.. 1/2

**Chicago.**

Miss Ella R. Waite and Friends...	1
Noble St. Sunday School of Third Presbyterian Ch. thro' A. Mitchell Treas.....	$\frac{1}{4}$

**VIRGINIA.****Near Alexandria.**

*"John Walker Scholarship" of Emanuel Sunday School, Virginia Theological Seminary, thro' Rev. J. J. Gravatt.....	1
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**FRANCE.****Paris.**

Mrs. Robt. G. Shaw.....	1
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**MISCELLANEOUS.**

Trustees of John F. Slater Fund, thro' Rev A. G. Haygood, D.D. Genl. Agent.....	20
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**SUMMARY,—Scholarships.**

For Colored Students.....	291 $\frac{3}{4}$
For Indian Students.....	73 $\frac{3}{4}$
Total.....	364 $\frac{3}{4}$
Amounting to	\$25,540.25

**SCHEDULE A.****No. 4. DONATIONS TO BENEFICIARY FUND.****MASSACHUSETTS.****Boston.**

Woman's Home Missionary Association, thro' Mrs. H. M. Moore, Treas.....	40 00
Ladies of First Church.....	160 00
Miss Eliza Scudder.....	15 00
Mrs D. C. Holder.....	40 00

**Athol.**

Evangelical Sunday School, thro' A. F. Tyler, Treas..	15 00
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**Stockbridge.**

Miss Clara Williams.....	125 00
Miss Alice Byington.....	140 00

**Salem.**

South Church Sunday Sch..	25 00
Mrs. Samuel Andrews.....	10 00
"A Friend".....	15 00
"A Friend".....	10 00
Mrs. John F. Osgood.....	15 00
(Received thro' Miss Sarah Eden Smith.)	

**Waltham.**

First Parish, through W. F. Emerson, Treas.....	10 67
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**Medford.**

Mrs. Mary E. Stearns.....	30 00
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**Dorchester.**

Congregational Church, thro' American Missionary Ass'n	4 00
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"Our Union" of the Village Church Sunday School, thro' W. G. Swan.....	5 47
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**Hyde Park.**

Congregational Sunday Sch., thro' David W. Lewis, Treas	63 00
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**Newton Centre.**

Rev. D. L. Furber.....	25 00
Judson Mission Band, New- ton Centre Baptist Church, thro' Rev. Edw. Braislin...	14 00

**Cambridge.**

Young Ladies Mission Circle thro' Miss May Sanborn & B. T. Harrington.....	81 43
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**NEW YORK.****City.**

Mrs. Chas. Abernathy, thro' Broadway Tabernacle Sun- day School.....	20 00
Bible Class of R. A. Brick..	8 01

**Brooklyn.**

Racillia B. Anderson.....	25 00
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**Buffalo.**

North Church, thro' Rev. W. S. Hubbell.....	87 00
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• Scholarships marked thus • for Indian Students.



**Milton on Hudson.**

Miss Susan H. Wendell..... 10 00

**CONNECTICUT.****Simsbury.**Congregational Sunday Sch.  
thro' A. A. Humphrey..... 20 00**Waterbury.**Mrs. G. C. Hills Sunday Sch  
Class..... 5 00  
Mrs. Mary Brooks..... 5 00**East Canaan.**East Canaan Congregational  
Sunday School, thro' May  
E. Adams, Sec. & Treas.. 20 00**Wethersfield.**

Miss Frances M. Wright.... 66 45

**New Haven.**United Church Sunday Sch.  
thro' Edward B. Murray,  
Treasurer..... 25 00**East Hartford.**

Miss Susan F. Elmer..... 25 00

**Canaan.**Mission Circle, thro' Miss M.  
C. Benjamin..... 20 00**PENNSYLVANIA.****Philadelphia.**"Pensioners' Loan Fund" by  
H. Gawthrop..... 20 00  
The Harriet Hollond Memo-  
rial Presbyterian Sunday  
School, thro' R. C. Ogden 54 35**Germantown.**

M. A. Collins..... 10 00

**MAINE.****Bangor.**First Congregational Sunday  
School, thro' A. E. Gilman  
& Miss Mary G. Stackpole 59 71  
Miss A. M. Hobbs..... 30 00**Camden.**Elm St. Congregational Sun-  
day School, thro' E. D.  
Mansfield..... 13 25**Portland.**Brown Thurston's Sunday  
School Class in High St.  
Church..... 25 00**ILLINOIS.****Galva, Henry Co.**Congregational Ladies Mis-  
sionary Society, thro' Mrs.  
Ella Fox, Treasurer..... 12 45**NEW JERSEY.****Princeton.**Y. M. C. A. of Princeton  
College thro' M. Langdon 4 00**Orange.**Alex. Lang's Sunday School  
Class of Young men..... 25 00**Somerville.**First and Second Reformed,  
the Methodist and Baptist  
Chs. thro' Geo. E. Horr.. 11 00**Newark.**Belleville Ave. Sunday Sch.  
thro' E. H. Snow, Treas. 50 00  
Mission Sunday School, thro'  
Fred. Crane..... 14 00**VERMONT.****Brattleboro.**Centre Congregational Sun-  
day School, thro' G. H.  
Clapp, Superintendent.... 25 00**GEORGIA.****Atlanta.**Atlanta Women's Missionary  
Society, thro' Amer. Mis-  
sionary Association..... 6 00

## NEW HAMPSHIRE

## Keene.

Mrs. E. E. Faulkner.....	25 00
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## Goffstown.

Mrs. Mary A. Stinson.....	10 00
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## OHIO.

## Cleveland.

Mrs. Amasa Stone.....	45 00
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## HAWAIIAN ISLANDS.

## Honolulu.

Lowell Smith.....	4 00
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## MISCELLANEOUS.

Trustees of J. F. Slater Fund thro' Rev. A. G. Haygood, D. D., General Agent....	1,100 00
Peabody Educational Fund, thro' Rev. J. L. M. Curry, D. D., Genl. Agent.....	500 00
Interest on Winthrop Schol- arships.....	50 00

Total Beneficiary Receipts.....	\$3273.79
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## SCHEDULE A.

## No. 5. DONATIONS TO INDIAN FUND.

## MASSACHUSETTS.

## Boston.

Woman's Home Missionary Association, thro' Mrs. H. M. Moore, Treas.....	125 00
Mrs. Mary G. Pickering.....	10 00
Mrs. Woodbridge Odlin.....	10 00
Mrs. Charlotte A. Johnson..	50 00
Society for the Propagation of the Gospel, thro' Samuel C. Cobb.....	400 00
Francis P. Browne.....	55 00

## Salem.

State Normal School, thro' D. B. Hagar, Principal....	45 00
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## Chelmsford.

Central Congregational Ch., thro' Sarah E. Winn.....	15 00
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## Easthampton.

Payson Church Sunday Sch., thro' D. M. Lyman, Treas.	50 00
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## Quincy.

Sunday School Class of Miss A. L. Bumpus in First Evan- gelical Congregational Ch.	4 00
The Girls' Mission Circle, thro' Miss A. L. Bumpus..	5 00

## Spencer.

Sunday School Class of Mrs. Mary I. Jones.....	20 00
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## Westfield.

First Congregational Church, thro' American Missionary Association.....	35 75
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## Springfield.

Homer Merriam.....	200 00
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## Pittsfield.

First Church Sunday School, thro' Fredk. T. West, Supt.	10 00
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## Worcester.

Mission Workers, Salem St. Church, thro' Wm. Wood- ward.....	10 00
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## NEW YORK.

## City.

84th St. Presbyterian Church, thro' Rev. Anson P. Atter- bury.....	5 00
Charles L. Mead's Sunday School Class in Broadway Tabernacle.....	10 00
James M. Brown.....	30 00
American Missionary Ass'n..	270 00
Mr. and Mrs. Geo. Richards	25 00
Mrs. Danl. B. Allen.....	25 00
Mrs. Sarah S. Rose.....	15 00
Miss J. A. Owen.....	8 00
Primary Dept. of Broadway Tabernacle Sunday School, thro' C. L. Mead.....	5 00

Childrens' Christmas Club, of  
the Church of the Puritans,  
thro' Mrs. E. L. Clark....

25 00

**Syracuse.**

Roswell P. Flower, thro' Miss  
J. E. Remington.....

42 00

**Yaphank.**

Mrs. H. M. Overton.....

5 00

**CONNECTICUT.****Pomfret Centre.**

"Connecticut".....

300 00

**Southport.**

Congregational Church, thro'  
Rev. W. H. Holman.....

1 10

**Meriden.**

First Congregational Church  
Sunday School, thro' W. H.  
Catlin, Treas.....

25 00

**Terryville.**

A. S. Gaylord.....

10 00

**Unionville.**

Mrs. Mary M. Smith.....

25 00

**Litchfield.**

Miss J. E. Richards.....

57 00

**Bridgeport.**

H. M. Knapp.....

5 00

**NEW JERSEY.****Summit.**

Central Presbyterian Sunday  
School, thro' R. G. Hann,  
Secretary.....

60 00

**Princeton.**

Y. M. C. A. of Princeton  
College, thro' W. M. Lang-  
don.....

4 00

**Orange.**

Alex. Langs' Sunday School  
Class of Young Men.....

25 00

Infant Class in First Reformed  
Church Sunday School,  
thro' Miss M. Louisa Earle  
Miss Alice M. Williams....

8 00

8 00

**East Orange.**

First Presbyterian Ch. Sunday  
School, thro' E. S. Atwood

75 00

**MAINE.****Farmington.**

E. A. Merrill's Sunday School  
Class.....  
Mrs. C. B. Cutler's Sunday  
School Class.....

5 00

5 00

**PENNSYLVANIA.****Philadelphia.**

Susan Longstreth.....

30 00

Total receipts for Indian Fund

\$2152 87**SCHEDULE A.****No. 6. DONATIONS TO ENDOWMENT FUND.**

"J. B. C." thro' Miss E. Collins, New York.....

25 00

"In Memoriam C. L. N." of Garden City, Long Island, for Library  
Endowment.....

787 25

**FOR PERMANENT SCHOLARSHIPS.**

Miss Sarah E. Gilbert, Utica, N. Y.....

1,500 00

"Stephen R. Griggs Memorial Scholarship," by Miss Helen M.  
Griggs, Boston, Mass.....

1,110 00

Interest on "H. W. Richardson Scholarship".....

82 94

\$2,692 94\$3,505 19

## SCHEDULE A.

## NO. 7. DONATIONS FOR PASTOR'S SALARY.

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American Missionary Association, New York, .....	500 00
Special Subscriptions of Officers and Teachers.....	240 00
J. W. Boyenton, Hampton, Va.....	20 00
Service Collections.....	180 64
	<hr/>
	\$940 64

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## SCHEDULE A.

## NO. 8. DONATIONS TO BUTLER SCHOOL.

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E. Thompson Gale, Troy, N. Y.....	100 00
First Church S. S., New Haven, Conn., thro' F. S. Bradley, Treas...	15 00
Geo. D. McCreary and Friends, Philadelphia, Pa.....	13 00
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	\$128 00

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## SCHEDULE A.

## NO. 9. DONATIONS OF MATERIALS.

## MASSACHUSETTS.

## Boston.

Mrs. Arthur Macy—1 box of clothing.  
 Lee & Shepard—Books for class in Practice Teaching.  
 D. Lothrop & Co. “ “ “ “  
 Houghton, Mifflin & Co. “ “ “ “  
 T. J. Crowell & Co. “ “ “ “  
 H. A. Royce—2000 Leaflets for distribution.  
 Warren B. Potter—2 cases Drugs, Medicines etc.  
 Miss Charlotte Upham—Box of clothing for Indian girl.  
 Mrs. Miron Winslow—2 boxes of books, papers etc.  
 Sampson, Davenport & Co.—1 New England Gazetteer.  
 Mrs. M. Day Kimball—1 box books, papers etc., 1 Poole's Index.  
 Mrs. James Freeman Clark—1 package of clothing.  
 Geo. E. Brown—1 box of hats.  
 Mrs. H. A. Gowing—Books for Library.  
 Mrs. Emma Rogers—“Geology of the Virginias.”

## Framingham.

Model School, thro' Miss Bentley—Books and papers for class in Practice Teaching.  
 Miss Batchelder—Specimens for class in Practice Teaching.

## Walpole.

Mrs. Healy—Books and papers for class in Practice Teaching.

## Stockbridge.

Stockbridge Sewing Society—1 box of clothing for Indian girl.  
 Miss Alice Byington—Box of books for Library.

## Andover.

Andover Sewing Society—1 box of clothing for Indian girls.

**Newton.**

- Freedman's Aid Sewing Circle, thro' Miss Ellen D. Jackson—1 box and 2 barrels of bedding, etc.  
 G. D. Gilman—Bound Volumes of Illustrated Papers.  
 W. H. Wardwell—Books for Library.

**West Newton**

- Women's Educational Club thro' Mrs. E. N. L. Walton—2 bbls. books, papers, etc'

**Melrose.**

- Melrose Sewing Circle, thro' Caroline E. Cox—1 box of clothing.

**Lynn.**

- Miss Helen M. Ireson—2 bbls. books, periodicals, etc.

**Lee.**

- H. Garfield—1 box of papers.

**Dorchester.**

- Mrs. Frank Wood—1 bbl. of clothing.

**Northampton.**

- Miss Burnham's School—Decorations for rooms in Girls' New Dormitory.

**Wellesley.**

- Wellesley College—3 bbls. books and periodicals.

**Milton.**

- Public Library—1 box of Magazines.

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**CONNECTICUT.**

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**New Haven.**

- J. S. Hotchkiss—Magazines.  
 Mrs. Emily Fitch—Clothing for Indian girl.

**Westport.**

- James E. Hubbell—1 box books and periodicals for distribution among graduates.

**New Britain.**

- Mrs. Augustus Stanley—Clothing for Indian girl.

**Farmington**

- Rev. T. K. Fessenden—Box of books and papers,

**Southport.**

- Mrs. F. B. Monroe—Gingham and cambric for Indian girls clothing, and books for Library.

**Litchfield**

- Mrs. George Richards—Games for Indians.

**Hartford.**

- Miss Caroline L. Collins—Gymnastic Apparatus for Girls' New Dormitory.

**Canton Centre.**

- Mrs. Wm. G. Hallock—2 Comfortables and Box Papers, etc.

**Plymouth.**

- George Langdon—1 box of Books.



## PENNSYLVANIA.

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Philadelphia.

Miss Susan Longstreth and friends—Books for Libraries at "Winona Lodge" and "Wigwam."  
 R. C. Ogden—1 copy Philadelphia Directory.  
 Mrs. E. J. Moore—1 Bible for Indian girl.  
 Second Presbyterian Fishing Club—"Book of Travels."

## Germantown.

M. A. C. Morris—Illustrated Papers.  
 M. A. Collins—1 box Books, etc.

## West Grove.

Mess. Dingee & Conard—Collection of rose plants.

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NEW YORK.

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City.

Mrs. E. L. Clark—1 package Christmas cards, etc.  
 Mrs. M. M. Cunningham—1 box Books.  
 Mrs. Stokes—Clothing etc., for Indian girl.  
 Mrs. Wm. S. Brown—box Clothing for Indian girls.

## Rochester.

Rev. Geo. C. Curtis—1 box Books for Library.

## Canandaigua.

Miss Mary V. Alverson—1 box Clothing and Books.

## Lansingburg.

Mrs. Lucy C. Powers—1 box Men's Clothing.

## Washingtonville.

Rev. Jas. R. Lente and friends—2 boxes of books and papers.

## Utica.

Arthur D. Whitemore—Books for Library.

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NEW JERSEY.

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Montclair.

Samuel Crump—1 case fancy book papers.  
 Young Ladies' Sewing Circle, thro' Miss Emily L. Snyder—1 box new Clothing for girls.

## Princeton.

Young Men's Christian Association—1 bbl. books, etc.

## Orange.

Miss Alice Williams' class—2 boxes of clothing, materials for Fancy Work class, papers, etc.

**Orange Valley.**

Orange Valley Mission Band,—Screen for Indian hospital.

**Morristown.**

Mrs. T. F. Randolph—Samuel Smiles "Self Help" series for Indian Reading Room.

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**RHODE ISLAND.**

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**Providence.**

Elmwood Grammar School—1 bbl. of books, games, toys, stationery, etc.

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**OHIO.**

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**Cleveland.**

Mrs. S. K. Bolton—1 copy "How Success is won."

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**Washington, D. C.**

Hon. J. F. Dezendorf—Census Reports.

Senator Wm. Mahone—Agricultural Reports.

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**VIRGINIA.**

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**Hampton.**

George Dixon—91 books for Library.

Mrs. D. F. Cock and friends at "Ivy Home"—1 quilt for Winona Hospital.

St. John's Church—1 box of clothing, toys etc. for Indian girl.

Hon. H. Libbey—Public Documents, Reports of International Exhibition of 1876 etc.

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**SCHEDULE "B." INCOME ACCOUNTS.**

**NO. 1 LAND FUND.**

State of Virginia, appropriation from Annual Interest of Land Grant

Bonds..... \$ 10,329 36

## B. NO. 2. INTEREST.

On \$2,000 Bonds	Ithaca and Athens R. R. 1st.....7	perct.	140 00
" 1,000 "	Bridgeport Steamboat Co. 1st.....7	"	70 00
" 3,000 "	U. S. (Union Pacific).....6	"	180 00
" 1,000 "	" " (Central Pacific).....6	"	60 00
" 6,000 "	B. and M. in Nebraska 1st.....6	"	360 00
" 1,000 "	St. Louis and Iron Mountain 2d.....7	"	70 00
" 1,000 "	Union Pacific R. R. Sinking Fund 1st.....8	"	80 00
" 1,000 "	State of Georgia.....6	"	60 00
" 1,000 "	Certificate, Women's Branch U. S. Sanitary Commission.....5	"	50 00
" 1,000 "	Housatonic Rail Road 1st.....7	"	70 00
" 1,000 "	Southern Pacific Rail Road Co. 1st.....6	"	60 00
" 12,000 "	St. Louis, Iron Mtn. and Southern Rail- way (Land Grant).....5	"	600 00
" 8,000 "	Chesapeake and Ohio Railway Co., Series B.		324 00
" 14,000 "	U. S. 4 percent. Consuls.....		560 00
"	40 Shares Stock Meriden Cutlery Co.....		20 00
"	20 Shares N. Y. Cen. & Hudson River R. R.		120 00
"	10 Shares Lake Shore and Mich. So. R. R.		30 00
"	Note of Huntington Industrial Works.....5	"	482 50
"	" George Dixon.....6	"	38 50
"	" Vanison and Davis.....6	"	18 85
"	" C. H. Vanison.....6	"	24 07
"	" B. S. White.....6	"	24 00
"	" John Deans.....6	"	18 35
"	" W. H. Daggs.....6	"	12 40
"	" F. D. Banks.....6	"	6 58
"	" F. Grosse.....6	"	9 18
"	" Arthur Boykin.....6	"	5 33
"	School loans to purchase stock for Training 5	"	
	Shop and Shoe Factory, and to pay In- surance Premiums.....		193 51
"	Bank Deposit.....		273 23
"	Rent of Land to National Soldiers' Home..		1,075 00
"	Rent of Cottages.....		114 00
"	Interest on accounts overdue.....		4 96
			<hr/>
			\$5,154 46
Less interest on Winthrop Scholarship trans- ferred to Beneficiary Fund.....			50 00
Less interest on H. W. Richardson Scholar- ship transferred to Permanent Scholar- ships.....			82 94
			<hr/>
			132 94
			<hr/>
			\$5,021 52

# **SCHEDULE "C." INDUSTRIAL ACCOUNTS.**

## **NO. 1. NORMAL SCHOOL FARM.**

<i>Drs.</i>		
Labor—Colored Students.....	\$5,707 35	
Indian                      "	346 68	
Other employees.....	858 45	
	<hr/>	\$6,912 51
Beef cattle, and poultry for supply of School.....		6,142 76
Feed for Stock.....		2,819 41
Wheelwright and Blacksmith shop expenses:—		
Wages of two Foremen.....	1,016 76	
Materials and Tools.....	1,404 15	
	<hr/>	2,420 91
Fertilizers.....		866 88
Seed.....		195 44
Harness and Farm tools, and repairs on same....		290 60
Miscellaneous expenses.....		804 70
		<hr/>
		20,453 21
<i>Crs.</i>		
Supplies to School:—		
Poultry and meats.....	\$8,548 30	
Milk and Vegetables.....	2,821 37	
	<hr/>	11,369 67
Hire of teams for school purposes and to officers and Teachers.....		1,319 12
Wheelwright and Blacksmith shop:—		
Receipts for work done for School De- partments and outside parties.....		2,212 19
Grading and care of grounds.....		721 23
Board of horses for H. I. Works and teacher....		463 00
Cash sales of produce.....		3,997 31
Miscellaneous receipts.....		638 56
		<hr/>
		20,721 08
		<hr/>
Cr. Balance.....		\$267 87

## **C. No. 2. BRICK KILN.**

<i>Drs.</i>		
Brickmakers' wages.....	\$1,743 77	
Fire-wood.....	691 55	
Brick shed.....	250 85	
Sand, Moulds, etc.....	39 70	
	<hr/>	\$2,725 87
<i>Crs.</i>		
Bricks furnished to School.....	\$3,841 91	
Cash sales.....	219 01	
	<hr/>	4,060 92
		<hr/>
Cr. Balance.....		\$1,335 05

## C. No. 3. SEWING AND TAILORING DEPARTMENT.

*Drs.*

Purchase of Dry Goods, underwear, etc., for sale to Students and Officers.....	\$7,568 50	
Labor of Colored students.....	\$3,364 87	
Indian ".....	109 96	
Seamstresses.....	279 98	
Tailor, wages and board.....	459 25	
	<u>4,214 06</u>	
Freights and miscellaneous expenses.....	183 99	
		\$11,966 55

*Crs.*

Sales of Dry Goods to students.....	\$3,132 88	
School Departments & Officers.....	2,831 66	
Cash Sales.....	2,006 09	
	<u>12,970 63</u>	
Cr. Balance.....		\$1,004 08

## C. No. 4. SHOE FACTORY.

*Drs.*

Purchase of stock and tools.....	\$2,066 26	
Labor—Colored students.....	477 28	
Indian ".....	120 78	
Other Employees.....	307 76	
	<u>\$905 82</u>	
Freights and miscellaneous expenses.....	238 56	
		\$3,210 64

*Crs.*

Sales and repair work.....	\$2,463 32	
" to U. S. Government for Indian Agencies.....	2,502 00	
Cash work.....	437 89	
Sales of materials to School Departments.....	14 81	
	<u>\$5,418 02</u>	
Cr. Balance.....		\$2,207 38

The credit balance of this Dept. is largely increased by receipts from the U. S. Government on account of contracts. A large part of these contracts was finished during the year ending June 30th, 1884, but payments were not made until the current year.

The same qualification applies to the credit balance of the Indian Training Shops in the schedule immediately following this.

## C. No. 5. INDIAN TRAINING SHOPS.

*Drs.*

Purchase of stock;—Lumber, harness-ware, tin-smith supplies, etc.....	\$5,698 26	
Labor—Colored students.....	\$1,415 10	
Indian ".....	411 74	
Foremen and skilled mechanics.....	3,110 78	
	<u>4,937 62</u>	
Freights and miscellaneous expenses.....	547 42	
		\$11,183 30



*Crs.*

Work, and materials on School buildings.....	\$1,599 69	
Repairs of School buildings.....	1,604 87	
Benches, etc., manufactured for School.....	777 80	
Work for Departments.....	1,826 96	
Sales of Tinware, Harness &c., to U.S. Government	4,459 63	
Cash Sales.....	3,532 94	
		13,801 89
Cr. Balance.....		\$2,618 59

## C. NO. 6. NORMAL SCHOOL PRESS.

*Drs.*

Purchases of type, paper, etc.,.....	\$3,708 45	
Labor—Manager's salary.....	\$1,040 00	
Colored Students.....	882 71	
Indian Students.....	71 75	
Other employees.....	1,523 84	
	3,518 30	
Freight, postage, fuel and miscellaneous expenses	548 18	
		\$7,774 93

*Crs.*

Cash Sales.....	\$3,829 27	
Bills receivable, (guaranteed).....	1,327 78	
	\$5,157 05	
Publishing "Southern Workman".....	1,449 25	
"    3,000 School Hymnals.....	203 50	
"    School Catalogues & Reports.....	529 50	
Sales of Stationery to students.....	71 05	
"    "    Officers and Departments..	1,195 17	
		8,605 52
Cr. Balance.....		\$830 59

The publication of the "Southern Workman" issued from the office of the Press, entailed a loss during the current year nearly equal to and which might fairly be regarded as an offset against the above balance.

## C. NO. 7. CONSERVATORY.

*Drs.*

Labor of Students.....	\$150 43	
Manager's salary.....	120 00	
Fuel, hose and miscellaneous expenses.....	121 10	
Seeds and plants.....	33 30	
		\$424 83
Sales of plants and flowers.....		447 19
Cr. Balance.....		\$22 36

## C. NO. 8. BOARDING DEPARTMENT.

*Drs.*

Provisions and groceries.....	\$26,217 54	
Labor—Students, laundresses, waiters, cooks, janitors, etc.,.....	\$15,329 56	
Other employees—firemen, house cleaners, etc.....	952 88	
		16,282 44

Amount forward.....	\$42,499 98	
Fuel.....	1,443 34	
Laundry expenses.....	1,230 99	
Mending students' clothing, etc.....	840 26	
Medicines and attendance not including salary of regular physician and nurse.....	1,143 66	
Bedding and Curtains.....	4,351 77	
Gas and Kerosene.....	1,113 41	
Tinware, cutlery, crockery, etc.....	790 95	
Freights and miscellaneous expenses.....	1,082 37	
		<u>\$51,496 73</u>

*Crs.*

Colored students—Board, rooms, light, medical attendance, etc., charged at \$10. per month....	\$43,098 42	
Indian students.....	13,913 58	
Board of school employees.....	1,635 26	
Miscellaneous Receipts.....	37 24	
		<u>58,684 50</u>
Cr. Balance.....		<u>\$7,187 77</u>

The total enrollment of students in the Boarding Department averages 475 for the entire year, including  $3\frac{1}{4}$  vacation months. Their "living expenses" represented in the above account stand the school at the rate of \$103.31 each. With corresponding average attendance of 431 for the preceding year, their cost of maintenance averaged that year \$121.54. The difference in favor of the current year is nearly all accounted for in low prices that have ruled for groceries and provisions.

The credit balance above should be partially offset by debtor balances of students' accounts. The Boarding Department is invariably credited with all students' board whether their bills are actually paid or not. Nine tenths of the payments for students' board are made in labor, much of which is given out at a loss. See Principal's Report.

Salaries of matrons and assistants might also be properly charged to this Department, thereby further reducing the credit balance.

## C. No. 9. KNITTING DEPARTMENT.

*Drs.*

Labor,—Students.....	\$ 3,162 36	
Foreman and assistant.....	502 08	
Other employees.....	618 01	4,282 45
		<u>4,282 45</u>
Machine Fixtures.....	179 43	
Freight.....	88 87	
Miscellaneous expenses.....	70 95	4,621 70
		<u>4,621 70</u>

*Crs.*

11,653 Doz. prs. mittens manufactured for S. B. Pratt & Co., Boston, Mass.....	4,187 33	
Cash for work.....	2 00	4,189 33
		<u>4,189 33</u>
Dr. Balance.....		<u>\$432 37</u>

The debit balance above is increased about \$150 by the employment of student girls in the finishing room. The work could be done, as it has been in previous years, by outside hands at less cost to the Department.

Labor of students,—boys—farm work.....	828	94	
girls—housework.....	56	90	
Other employees.....	395	00	1,280 84
	<hr/>		
Provisions and miscellaneous household expenses	748	48	
Seed.....	125	78	
Feed for Stock.....	199	70	
Beeves for School supply.....	95	00	
Repairing and replacing implements and harness	259	74	
Fencing and miscellaneous expenses.....	267	88	2,977 42

Sales to Normal School Farm			
Bees, sheep and poultry.....	\$869	81	
Farm produce.....	<u>582</u>	<u>00</u>	
		1,451	81
Cash sales of lambs and farm produce.....		<u>1,422</u>	<u>14</u>
			2,873 95
Dr. Balance.....			\$103 47

Materials and expenses.....	346 29	
Student Labor;—boy apprentice.....	85 00	
Tools .....	40 95	
	<hr/>	472 24

Sales of carved work.....	456 50
Dr. Balance.....	15 74

Sales of "Plantation Songs" .....	74	10
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Sales of Stock.....	595 00
Less purchases.....	<u>325 00</u>
Cr. Balance.....	180 00

Receipts on account of old sales.....	30 00
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**SCHEDULE "E."****INVESTMENT OF ENDOWMENT FUND.**

Uninvested Endowment Fund deposited with N. Y. Life Insurance and Trust Co.—Charged account "Endowment Cash".....	\$12,379 00	
Library Endowment Fund deposited with Boston Safe Deposit and Trust Company.....	787 25	
Loan to Lewis Hansford, secured by note and mortgage.....	268 62	
Loan to Arthur Boykin secured by note and mtge. " F. D. Banks.....	200 00	
Purchase of 2 houses and lots—paying rent.....	1,500 00	
	<u>          </u>	\$15,334 87
Less receipts from matured investments:—		
Payment on loan Huntington Indust'l Works...	1,000 00	
Note of Holtzclaw Bros. paid in full.....	697 02	
" Geo. Dixon (bal.) ".....	1,100 00	
" W. H. Dags ".....	250 00	
" F. Grosse ".....	302 08	
Payments on note of C. H. Vanison.....	301 86	
" " Vanison and Davis.....	221 50	
" " John Deans.....	113 05	
	<u>          </u>	\$3,985 51
		<u>          </u>
		\$11,349 36

Transactions of this account are made only under order and authority from the Board of Trustees.

**SCHEDULE "F." REAL ESTATE ACCOUNTS.****NO. 1. NEW DORMITORY FOR COLORED GIRLS.**

Building materials, labor &c.....	\$13,579 20
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The total cost of this building has been \$15,168 96 exceeding the contributions received for that purpose by about \$900

**F. NO. 2. LAUNDRY.**

1 Mangle.....	311 69	
1 Washing Machine.....	300 00	
Steam and Water fittings, etc.....	532 71	\$1,144 40

The Laundry building and new outfit has cost complete \$8058 29, and although built and paid for, special contributions of \$3,600 only have been received for the purpose.

**SCHEDULE F, NO. 3.****SILO.**

Building materials, labor &c.....	\$584 38
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**SCHEDULE F, NO. 4.****PIERCE MACHINE SHOP. ENGINE ROOM.**

Building materials, labor &c.....	\$722 05
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## SCHEDULE F, No. 5.

## THREE COTTAGES FOR INDIAN FAMILIES.

Building materials, labor &c.....	\$681 08
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## SCHEDULE F, No. 6.

## BREAKWATER.

Pile driving, labor of filling in, &c.....	\$1,397 36
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The above outlay is for account of drainage and sewerage improvements, and special donations of \$300.00 have been received during the year for that purpose.

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## SCHEDULE F, No. 7.

## GYMNASIUM.

Materials for finishing interior.....	\$78 61
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## SCHEDULE F, No. 8.

## FIRE ENGINE HOUSE.

Building materials, labor &c.....	\$153 25
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## SCHEDULE F, No. 9.

## BLACKSMITH SHOP.

Hardware used in finishing doors and windows.....	\$16 34
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## SCHEDULE F, No. 10.

## WATER APPARATUS.

Well and pipe connections.....	\$555 28
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## SCHEDULE F, No. 11.

## HUNTINGTON INDUSTRIAL WORKS.

Work on Lumber shed and new pulleys, (permanent improvements)..	\$83 56
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## SCHEDULE F, No. 12.

## REPAIRS.

Improvements to buildings (chiefly Va. Hall)....	\$3,327 18
Repairs on buildings.....	1,419 00
"    to piping and boilers.....	757 27
Grading grounds and cutting roads.....	276 27
Re-slating black boards.....	245 37
Repairing wharves, fences etc.....	298 92
	\$6,324 01

About one half of the first of the above items is made up of the cost of extensive repairs and improvements to the student's Kitchen and Bakery in Va. Hall and for which purpose a contribution of \$1,631 67 was received.



## SCHEDULE "G".

### NO. 1. PERSONAL PROPERTY ACCOUNTS.

#### FURNITURE.

Bedding and Furniture including outfit for Girls' New Dormitory.....	\$1,525 04	
19 Fire extinguishers.....	167 50	
102 Benches for Assembly Rooms.....	372 75	
New carpeting, curtains, bedsteads etc.....	721 62	
	<hr/>	\$2,786 91

#### G. NO. 2. KNITTING MACHINERY.

4 Second-hand Lamb Knitters and tools.....	101 00
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#### G. NO. 3. FARM IMPLEMENTS.

1 Manure Spreader.....	125 00	
1 Buggy—second hand.....	24 06	
Expense of putting up Hay scales.....	56 62	
	<hr/>	205 68

#### G. NO. 4. LIBRARY.

Books purchased.....	218 92	
Binding Magazines.....	32 60	
	<hr/>	251 52

#### LIBRARY OUTFIT.

Desk, shelving, etc.....	33 45
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#### G. NO. 5. PRINTING OFFICE OUTFIT.

1 Gordon Press and freight charges.....	274 27
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#### G. NO. 6. ENGINEER'S DEPARTMENT.

Lubricating oils and tools.....	161 22	
Less sales of oil to Departments.....	115 76	
	<hr/>	45 46

#### G. NO. 7. SCHOOL APPARATUS.

1 Map of the world.....	17 00	
Vocal and music charts.....	21 00	
3 Electro-plates (vocal charts).....	150 00	
Reference books, class room use.....	34 60	
	<hr/>	222 60

#### TEXT BOOKS.

Purchase of School books.....	2,170 71	
Less sales to Students.....	1,888 66	
	<hr/>	282 05

## G. NO. 8. BRASS BAND OUTFIT.

1 Bass Horn.....	62 70
Trombone and Cornet.....	39 35

102 05

## SCHEDULE "H."

## CURRENT EXPENSE ACCOUNTS.

## SALARIES.

S. C. Armstrong, Principal.....	House rent and	\$2,000 00
Rev. Hollis B. Frissell, Chaplain and Acting Vice Prin. ....	" " "	1,650 00
Albert Howe, Farm Manager.....	" " "	1,500 00
F. N. Gilman, Acting Treasurer.....	" " "	1,500 00
Francis C. Briggs, Business Agent.....	board "	400 00
Geo. L. Curtis, Acting Commandant.....	" "	400 00
John B. H. Goff, Engineer,—including $\frac{1}{2}$ yrs. extra salary.....	rent "	1,350 00
Jos. H. McDowell, In charge Training shops.....	" "	1,000 00
*Charles W. Betts " " Printing Office.....	" "	1,040 00
Edwin F. Coolidge, " " Shoe Factory.....	board "	600 00
Martha M. Waldron M. D., School Physician.....	" "	600 00
Mary F. Mackie, In charge Academic Dept.....	" "	700 00
Helen W. Ludlow, Teacher.....	" "	400 00
Elizabeth Hyde, " in charge Butler School..	" "	400 00
Myrtilla J. Sherman, " .....	" "	400 00
Margaret Kenwill, " .....	" "	400 00
Anna E. Kemble, " .....	" "	300 00
Sarah E. Wentworth, " .....	" "	300 00
Jane S. Worcester, " .....	" "	300 00
Mary E. Coats, " .....	" "	250 00
Fannie E. Chickering, " .....	" "	250 00
Mary A. Ford, " .....	" "	250 00
Maria J. Baldwin, " .....	" "	250 00
Kate Baker, " .....	" "	250 00
Dora Freeman, " Part Term.....	" "	166 67
Jessie E. Hinds, " " .....	" "	83 33
Alice E. Bentley, " .....	" "	100 00
Alice M. Bacon, " and Librarian.....	" only	
Helen S. Baldwin, " Asst. Librarian.....	" "	
Clarabelle Gilman, " .....	" "	
Josephine E. Richards, " In charge Indian School	" and	400 00
Cora M. Folson, " .....	" "	300 00
Caroline K. Knowles, " .....	" "	250 00
Laura E. Tileston, " .....	" "	300 00
Elaine Goodale, " .....	" "	250 00
Harriet A. Hollbrook, " .....	" "	300 00
Katharine B. Park, Drawing Teacher to Indians,—1 quarter	" only	
Anna F. Cornelle, Teacher, Part Term.....	" "	
Anna G. Baldwin, " In charge Night School	" "	400 00
Mary Arquit, " .....	" "	250 00
Martha A. McLeod, " .....	" "	200 00
Mary C. Benjamin, " .....	" only	
Janette A. Mitchell, " Part Term.....	" "	
Florence Bascom, " .....	" "	
Mary K. Jobs, " .....	" "	
Harriet B. Waterman, " .....	" "	
Emma H. Lothrop, " in Night School, 2 mos.	" "	
Emma F. Marsh, " in Night School 1 mo....	" and	25 00
Henrietta F. Abbott " in Night School part term	" only	

Ruth G. Tileston, Graduates' Correspondent.....	board	only	
Charlotte L. Mackie, Matron.....	"	and	400 00
Mary T. Galpin, in charge S. and T. Dept.....	"	"	400 00
Mrs. Ella R. Gore, " Teachers' Home....	"	"	400 00
Harriet D. Andrews, Asst. Matron Part Term.....	"	"	102 33
Mrs. Caroline W. Reid, " " " ".....	"	"	50 00
Lucy A. Seymour, Indian Girls' Matron.....	"	"	200 00
Lucy S. Lovejoy, Asst. Matron Indian Dept.....	"	"	317 50
Irene H. Stansbury, " " " ".....	"	"	250 00
Bessie Morgan, Teacher of Cooking Classes.....	"	"	200 00
M. Louise Dewey, Housekeeper Vacation, 1884.....	"	"	75 00
Ada J. Porter, Nurse Part Term.....	"	"	152 78
Emma F. Patterson, Nurse Part Term.....	"	"	73 33
Anna A. Angell M. D., School Physician 1 quarter...	"	"	150 00
Mary A. Wheeler, in charge Laundry.....	"	"	300 00
*Mrs. Edwin F. Coolidge, In charge Conservatory....	"	"	120 00
Jessie P. Morgan, Cashier Part Term.....	"	"	150 00
Jennie C. Dalziel, " " " ".....	"	"	162 77
Dudley Talbot, in charge Indian Boys Home.....	"	"	175 00
Fred G. Rathbun, Band and Vocal Music Teacher....		only	187 50

## GRADUATES.

Frank D. Banks, Book-keeper.....	board	and	476 67
Wm. M. Reid, Principal's Clerk.....	"	"	350 00
Wm. H. Daggs, Book-keeper and Study Hour Teacher	"	only	537 00
Charles H. Vanison, in charge Hemenway Farm.....	"	and	500 00
Mrs. Chas. H. Vanison, Housekeeper at " ".....	"	"	200 00
Arthur Boykin, Drill Master.....	"	"	309 57
Geo. J. Davis, Asst. Farmer.....	"	only	580 00
Lovey A. Mayo, Teacher and Asst. Matron .....	board	and	216 00
Georgia Washington, In charge Indian girls Laundry..	"	"	165 00
O. M. McAdoo, Clerk.....	"	only	
Benj. F. Jones, Teacher in Night School.....	"	"	
*Robt. H. Hamilton, Tailor and Asst. Music Director	"	and	352 00
John W. Kirby, Teacher in Night School, 2 mos. ....	"	"	30 00
Mrs. Wm. H. Daggs, " " " Part Term...	"	"	50 25
Wm. C. Brown, " " " Summer.....	board	only	
Charlotte McAlpine, " " " ".....	"	"	
Martha E. Page, " at Hemenway Farm.....		only	62 00
			<u>\$27,215 75</u>

\*Less Salaries charged to Departments, viz:

Chas. W. Betts to Normal School Press.....	1,040 00	
Robt. H. Hamilton to Sewing and Tailoring Dept.	300 00	
Mrs. Edwin F. Coolidge to Conservatory,	120 00	
		<u>1460 00</u>
		<u>\$25,755 75</u>

## H. NO. 2. TRAVELING EXPENSES.

Fares and Expenses:		
of Officers, Teachers and Clerks.....	1,494 00	
of Principal on School business.....	379 52	
of Trustees and Curators attending meetings..	150 37	
		<u>\$2,023 89</u>

## H. NO. 3. SUBSISTENCE.—"Teachers' Home Account."

Purchases of provisions.....	9,497 29
Fuel.....	735 65

Amount forward.....	\$10,232 94	
Crockery, Curtains, Bedding &c.....	470 09	
Students' Labor—Waiting, care of rooms etc.....	2,793 73	
Other " —Cooking, Laundry work etc.....	245 39	
Gas and Kerosene Oil.....	108 61	
Miscellaneous Expenses.....	127 41	
	<hr/>	
Less board paid by Officers and others.....	13,978 17	
	1,835 46	
	<hr/>	12,142 71
Subsistence of Clerks and Teachers not at Teachers' Home.....		1,600 86
		<hr/>
		\$13,743 57

The total cost to the School for maintenance of its 73 Officers, Instructors, Clerks and Assistants during the current year, including salaries, traveling expenses and board has been \$42,333.32, or an average of \$579.91 each. The same average for the previous year was \$610.55, and for two years ago \$641.30.

#### H. NO. 4. STUDENTS.

##### *Drs.*

Charges for board, rooms, fuel etc.....	\$43 193 95	
" " clothing furnished by S. & T. Dept..	4,158 88	
" " School books.....	1,641 81	
" " Shoes and repairs.....	1,413 59	
" " Stationery and stamps.....	143 43	
Cash on account and bills paid.....	3,780 12	
Cr. Balances of individual students transferred to account of "Ex-Students".....	1,198 37	
Miscellaneous charges—keys, discipline fines, etc	142 14	
	<hr/>	\$55,072 29

##### *Crs.*

Work in Boarding Department.....	\$15,329 56	
" " Teachers' Home.....	2,793 73	
" " Sewing and Tailoring Department....	3,364 87	
" " Knitting Department.....	3,162 36	
" " Huntington Industrial Works.....	6,677 48	
" " Training shops.....	1,415 10	
" " Shoe Factory.....	477 23	
" on Farm.....	5,707 38	
" " Hemenway Farm.....	885 84	
" in Printing Office.....	882 71	
" as General duty-men, janitors, watchmen etc.....	2,403 58	
Work in Conservatory.....	150 43	
" " Carving School.....	85 00	
" on Steam, gas and water pipes.....	192 29	
Service in Brass Band.....	96 60	
Work for officers and teachers.....	142 40	
Miscellaneous work.....	318 70	
	<hr/>	\$44,085 31
Cash paid in for account School bills.....	4,780 66	
Appropriated from Beneficiary Fund in individual cases of special need.....	2,722 36	
Dr. Balances of individual students transferred to account Ex-Students.....	2,425 47	
	<hr/>	\$54,013.80
Dr. Balance.....		\$1,058 49

The item of Cash in "Drs." above, represents money drawn by students for railway fares to their homes in case of sickness or needs of various kinds, and a

small percentage of earnings given to worthy and industrious students.  
Students' earnings show an increase of about \$3,000 over the year 1884.

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### EX-STUDENTS

#### *Drs.*

Dr. Balances from Students' Accounts.....	2,425 47	
Cash to Balance Accounts.....	59 73	
	<u>          </u>	\$2,485 20

#### *Crs.*

Cr. Balances from Students' Accounts.....	1,198 37	
Cash payments.....	236 18	
Appropriated from Beneficiary Fund.....	37 45	
	<u>          </u>	1,472 00
Dr. Balance.....		\$1,013 20
"    "    of Students.....		<u>1,058 49</u>
		\$2,071 19

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### H. No. 5. U. S. INDIANS.

#### *Drs.*

Board, Rooms, Fuel, Lights and Medical attendance at \$10.00 per month.....	\$13,116 56	
Clothing and shoes.....	5,653 08	
Traveling Expenses.....	\$3,585 51	
Less repaid by Government.....	<u>2,890 93</u>	
	694 58	
Books, Stationery etc.....	<u>331 15</u>	\$19,795 37

#### *Crs.*

U. S. Government's Appropriation at \$167.00 per capita per annum.....	19,538 72	
Dr. Balance.....		<u>\$256 65</u>

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### H. No. 6. INDIAN FUND OUTLAYS.

Expenses of Indians not supported by Government.		
Board, Rooms &c., at \$10.00 per month.....	\$807 02	
Clothing, books, etc.....	<u>149 51</u>	
	\$956 53	
Less credits for labor.....	<u>426 90</u>	\$529 63
Maintenance of Summer School for Indians and Expenses of pupils sent to Mass. for summer months.....		555 81
Salary of Rev. J. J. Gravatt in charge Indian S. S.		200 00
Purchase of Organs for musical instruction for Indians.....		202 06
Miscellaneous Expenses.....		<u>639 77</u>
		\$2,127 27



## H. No. 7. BENEFICIARY FUND PAYMENTS.

Placed to credit of Students.....	\$2,722 36	
“ “ “ “ Ex-Students.....	37 45	
“ “ “ “ Indian boy.....	10 00	
	<u>          </u>	\$2,769 81

## H. No. 8. LECTURE ACCOUNT.

Mrs. E. N. L. Walton, Lectures on science and methods of teaching.....	\$184 00	
Miss Adela Rankin.—Special instruction in elocution and voice-building.....	\$119 00	
Less receipts from readings.....	101 30	
	<u>          </u>	17 70
Prof. N. B. Webster.—Lectures on history.....		56 28
Readings by Mrs. Preston, Mrs. Deihl and Mr. Bickford.....	\$25 00	
Less paid by private subscription..	7 50	
	<u>          </u>	17 50
		<u>          </u>
		\$275 48

## H. No. 9. READING ROOM.

Subscriptions to newspapers and periodicals.....	\$64 76
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## H. No. 10. EXPENSE ACCOUNT.

Students' labor as janitors, watchmen, messengers, and for miscellaneous duty.....	2,403 58	
Other laborers for general or special work.....	1,025 15	
Expenses of meetings held in different parts of the country in interest of Negro and Indian education. (Offset in part by contributions for the purpose received at those meetings.)	2,016 23	
Stamps, stationery and account books, and publishing pamphlets, reports, and catalogues for circulating information in regard to the School.....	2,201 97	
Care of grounds (largely students' labor).....	560 12	
Fuel for Academic Hall, Offices and Library.....	517 94	
Lighting.....	192 33	
Use of Farm teams for sundry School purposes....	543 75	
Expenses of Brass Band, including repairs on instruments, and services.....	250 88	
Miscellaneous Expenses of Academic Department, repair of furniture, etc.....	1,452 25	
	<u>          </u>	11 164 20
Expenses on account New Machine Shop.....		239 01
		<u>          </u>
		\$11,403 21

## H. No. 11. INSURANCE.

Premiums on buildings—mainly for Girls' New Dormitory.....	125 75	
Interest on loan effected in 1884-5 to cover Insurance premiums to Feb. 1889.....	136 04	
	<u>          </u>	\$261 79

## H. NO. 12. EXPENSES OF PASTORS' BIBLE CLASS.

Paid special instructors.....	\$300 00
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## H. NO. 13. BUTLER SCHOOL OUTLAYS.

Paid teachers in addition to salaries allowed by County.....	217 75	
Books, paper, etc., and materials for Kitchen Garden.....	25 24	
Repairs on building, and benches.....	105 53	
Miscellaneous expenses.....	65 05	
		\$413 57

All the above expenses are in addition to the amounts paid by the County for support of this school and towards which we received one special contribution of \$128.

## H. NO. 14. SOUTHERN WORKMAN.

*Drs.*

School Printing Office bill for publishing.....	1,449 25	
Paid Contributors.....	250 00	
Postage and mailing.....	205 49	
Paid agents.....	183 56	
		\$2,088 70

*Crs.*

Receipts for Subscriptions.....	1,146 55	
“ “ Advertising.....	115 91	
Gift of John De Forest, Waterbury, Conn.....	60 00	
		\$1,322 49
Dr. Balance.....		766 24

# REPORT OF BUSINESS OF THE HUNTINGTON INDUSTRIAL WORKS

*Year ending June 30, 1885.*

A comparison of this with the previous year, dividing sales into those to the Normal School and to outside parties, shows as follows:

	1884.	1885.
Lumber, Mill-work etc. to Normal School.....	7,366 22	8,765 84
All other sales.....	40,696 35	41,201 20
Total sales.....	\$48,062 57	\$49,967 04

The expense accounts for the same periods also compare very closely.

	1884.	1885.
Interest .....	420 12	331 00
Sundry expenses.....	3,271 52	3,461 97
Labor Account:—		
Paid students.....	6,307 06	6,843 98
Paid to outside help.....	10,717 65	9,829 90

The item of "outside help" includes salaries of the agent, yard-master, book-keeper and a number of skilled workmen found necessary to instruct the student apprentices and to perform that proportion of labor that can only be done by expert mechanics.

Statements of number of student apprentices employed will be found in the Principal's Report.

The following statements give the actual condition of affairs on June 30th.

## BALANCE SHEET.—*June 30, 1885.*

### ASSETS.

Mdse. by Inventory.....	15,956 72	
Cash.....	627 74	
Accounts Receivable.....	7,710 89	
Notes.....	2,395 08	
		\$26,690 43

### LIABILITIES.

Normal School Loan.....	9,000 00	
Accounts Payable.....	1,393 93	
Normal School, Open Account.....	546 12	
		\$10,940 05
Present Capital.....		15,750 38
Less Capital June 30, 1884.....		13,678 65
Net earnings—12 mos. ....		\$2,071 73

### PROOF.

Mdse.—Inventory June 30, 1885.....	15,956 72	
Total Sales—Year ending June 30, 1885	49,967 04	
		\$65,923 76
Mdse—Inventory June 30, 1884.....	15,000 16	
Purchases—Year ending June 30, 1885..	26,238 36	
		\$41,238 52
Gross earnings.....		\$24,635 24

	Amount forward.		\$24,635 24
Less—			
	Suspense Acct. ....	2,096 66	
	Interest.....	331 00	
	Expense .....	3,461 97	
	Labor—.....		
	Of Students.....	\$6,843 98	
	Of Outside help.....	9,829 90	
		<u>16,673 88</u>	
			<u>22,562 51</u>
	Net earnings as above.....		\$2,071 73





